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William H. Ladd



CHAUNCY-HALL SCHOOL HOUSE,
259, Boylston Street, Boston.

FIFTY-THIRD ANNUAL
CATALOGUE
OF THE
TEACHERS AND PUPILS
OF
CHAUNCY-HALL SCHOOL,

No. 259, BOYLSTON STREET (NEAR DARTMOUTH),
BOSTON.

1880-1881.

CONTAINING ALSO

*Sketches of Part of the School Work and of the
General Management.*



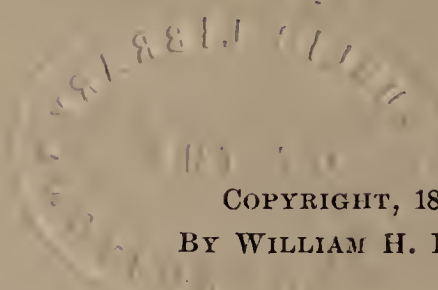
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1881.

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1880-81



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William H. Ladd,

331, 620

July 6, 1882

CALENDAR.

FIFTY-FOURTH YEAR, 1881-2.

1881.

For May and June, 1881, see next page.

September 12 and 13 (Mon. and Tues.), Examination for Admission of new scholars, also of old ones conditioned from 1880-1881.

New pupils who cannot be present on these days may be examined later by making application.

September 14 (Wed.), Upper Departments open.

September 21 (Wed.), Primary Department opens.

Oct. 3 (Mon.), Kindergarten opens.

Dec. 24 to Jan. 2, inclusive, Christmas Holidays.

1882.

February 6 (Mon.), Second half-year begins in Upper Departments.

February 8 (Wed.), Second half-year begins in Primary Department.

*May 22 to May 30, inclusive, Spring Holidays.

June 9, Kindergarten closes.

June 21, Primary Department closes.

June 27 (Tues.), Promotion Day and close of Upper Departments.

For Abstracts and Composition, see p. 28.

OTHER HOLIDAYS FOR 1881-82.

Saturdays—Washington's Birth Day—Fast Day and the subsequent day—the 17th of June—*three days in October—Thanksgiving and the subsequent day—the day after the Annual Exhibition.

☞ The right is also reserved of granting such other holidays—not exceeding five in number—as may seem advisable.

* See page 39.

CALENDAR,

MAY AND JUNE, 1881.

- May 23 to May 30, inclusive Spring Holidays.
 June 10.....Kindergarten closes.
 June 28 (Tuesday),.....Promotion Day.
 June 29.....Summer Vacation begins.
 Abstract due June 6; Composition, June 13.
-

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INTRODUCTION.

MOST of the contents of this catalogue have been included in previous numbers ; but, as many alterations and additions have been made, parents who have children now in the school are respectfully requested to go over all the matter, to see if they are getting the full benefit of the advantages offered.

A close acquaintance with the regulations on pages 99-101 will often save trouble to parents, teachers, and pupils.

Persons who are not acquainted with Chauncy-Hall will find the general principles on which the school is managed explained on pp. 60, 91-94, and some of its special advantages on pp. 12-14. If they give a careful perusal to the whole catalogue they will find that the different departments, Classical, Mercantile, Military, Scientific, furnish a complete course of school education, beginning with the Kindergarten and Primary Departments, and continuing through the Upper Departments, in preparation for the UNIVERSITY (see p. 44), the INSTITUTE OF TECHNOLOGY (see p. 47), the COUNTING-ROOM (see p. 41).

The number of teachers is so large and the supervision so thorough, that the advantages of having different courses in the same institution are preserved, while the dangers are obviated.

The limited number of teachers in most High Schools tends to the neglect of the English studies for the sake of the ancient classics ; but this evil is prevented at Chauncy Hall by having a corps of classical instructors so unusually large in proportion to the number of pupils, that the teachers in the English Department are left free to devote themselves to the students who are fitting for the Institute of Technology or for Business, or who are remaining here for general culture without reference to any particular course of life.

The Principal will hear few recitations, but will use every exertion to ascertain the needs and capacities of each pupil. He will be much aided in this attempt if parents will give him minute information in regard to the peculiarities of their children.

Arrangements are made for

A COURSE WITHOUT HOME STUDY,

for those whose health does not allow them to do the full work of the school. See page 31.

SPECIAL STUDENTS

Are admitted to any class for which they are qualified. See pages 35-39.

A POST GRADUATE COURSE

Is open to Graduates of High Schools and to other persons of mature age. Students are now here preparing for professional schools without intending to go through college.

LITTLE MISUNDERSTANDINGS ABOUT SCHOOL MATTERS.

Parents are invited to visit the school frequently and stay as long as possible. Their presence is not only a stimulus to their children, but it is a means by which little misunderstandings are cleared up. See page 60.

The amount of misstatements about school matters made unintentionally by honest, well meaning scholars, is something incredible to any one but an experienced teacher.

Parents are earnestly requested to inquire *at once* about anything that seems wrong in the school management, and any suggestions they may make in regard to improvements will be gladly received, even if what they propose is not adopted.

The Principal thanks, most heartily, those parents who have so promptly followed these requests. If every one will take the same course, the efficiency of the school will be much increased.

MAY, 1881.

Letters about the School should be addressed to the Principal;
those in regard to the Corporation, to the Treasurer.

CORPORATION.

DIRECTORS:

GEORGE B. CHASE, *President.*
 BENJ. W. GILBERT, *Treasurer.*
 NATHANIEL J. BRADLEE.
 JAMES W. AUSTIN.
 HERBERT B. CUSHING.

SCHOOL.

Principal:

WILLIAM H. LADD,
English Literature and Composition.

Secretary:

MISS A. A. BRIGHAM,
Who has the especial care of the Young Ladies.

TEACHERS:*

MISS SUSAN D. NICKERSON,
Primary Department.
 OLIVER F. BRYANT,
Geography, Grammar, History, and Book-keeping.
 J. B. TORRICELLI,
French, Italian, and Spanish.

* Arranged by length of connection with School.

- BENJAMIN F. NUTTING,
Drawing.
- HERBERT B. CUSHING,
Latin.
- EDWIN DEMERITTE,
Latin, Greek, and Military Drill.
- JAMES B. TAYLOR,
Latin, English Literature, and Elocution.
- DR. ERNEST W. CUSHING,
Physiology and Hygiene.
- MISS MARY E. PEIRCE,
German, and English Literature.
- MRS. ABBY F. HARRIS,
English Literature and Elocution.
- WALTER C. HAGAR,
Mathematics and Military Drill.
- MISS MARY H. LADD,
Latin and Greek.
- MISS FANNIE V. VIAUX,
French Conversation.
- MISS MARY A. J. FROTHINGHAM,
Chemistry and Penmanship.
- MISS ALICE E. HOLDEN,
Drawing and Mathematics.
- MISS LUCY WHEELOCK,
Kindergartner.
- MISS EMILY J. LADD,
Reading and Defining.
- MISS LOUISE L. BROCKWAY,
Botany, Mineralogy, Physics, and Zoölogy.
- MISS JULIA C. CLARKE,
English Language and French.
- MISS ABBY L. SANGER,
Arithmetic.
- MISS MARY B. RAWSON,
Arithmetic and Defining.

SPECIAL ADVANTAGES.

THE following summary of some special advantages is made for persons, unacquainted with the school, who may not have time to read the whole Catalogue.

Arrangements for ventilation, equable temperature, light, and position, unequalled in any other building of its size. See pages 55-59; 118.

The success of its candidates at College (see pages 45, 69) and the Institute of Technology. See p. 48.

The attention to good manners and business habits; and the fact that the business education is not confined to Arithmetic and Book-keeping, but gives such broad and generous culture as is demanded for a high position in the mercantile community. See pages 41, 69, 91, 97.

The pains taken to keep parents informed of the time and result of each separate lesson. See pages 78, 61.

The abundant aid furnished to pupils who need extra assistance. See pages 76, 98.

The correct reading, writing, and speaking of the English language, begun at an early age, continued through the entire course, and supplemented by a critical study of the best authors. See pages 123; 68-71.

The arrangement of study, particularly that of natural science, so as to develop the faculties in natural

order, starting from observation. See pp. 28, 29 ; 61-65.

The practice in French conversation, under a special teacher, in addition to the daily class lessons.

[In the Primary Department, daily instruction in French is entirely free.]

The admission of pupils from three to twenty years of age, so that all the children of a family can attend the same school.*

The pleasant relations between teachers and pupils.

The courtesy shown by old members to new-comers.
Page 93.

IN REGARD TO THE PUBLIC SCHOOLS

it is hoped that no person will suppose that any disparagement is intended of the admirable work there done.

The self-sacrifice, ability, and skill, shown by the great majority of teachers and by a large number of the members of the school boards, should have the profound gratitude of every citizen. But the limitations under which such schools are necessarily conducted are better understood and more keenly felt by the teachers, who are laboring so conscientiously in the service of the state, than by any other persons. The fact that children of teachers and of members of school boards are always enrolled among the pupils here, is the greatest compliment the school has. In comparison with the public schools it is believed that Chauncy Hall

* This year thirty-six families have, each, two or more members in some part of the school.

may fairly present the following points :

ITS RETAINING OF THE TWO GREAT ADVANTAGES
of the best public schools, namely—

Thorough discipline ;

The mingling of a large number of pupils,
which is so valuable in training a boy for his future
duties as a citizen.

ITS FREEDOM FROM THE DISADVANTAGES
of public schools :

In the size of the classes, particularly in languages.
See p. 44.

In the few branches taken by each teacher. Pages
8, 9, 11, 91, 98.

In having the children grow up under the same set
of teachers.

In an amount of personal attention impossible in any
public school. *No claim is made that the teachers
here are more skilful than those in the best public
schools; but it is claimed that the arrangements of
the school enable accomplished teachers to carry out
their ideas in ways which the crowded condition of
the public schools will not allow.*

In making its own regulations, so that it can meet
the reasonable wants of individual cases without con-
sulting any higher authority. Pages 31, 37, 100, 101.

In keeping a healthy moral sentiment, not only by
the exclusion of scholars of bad character, but by pri-
vately dismissing any pupil whose influence seems
objectionable, without the necessity of public investi-
gation or proving any particular offence on his part.

CLASSES OF CHILDREN WHO ARE ESPECIALLY BENEFITED BY PRIVATE SCHOOLS.

LEAVING entirely out of view those families who prefer private schools to public ones through the whole of school life, there are many cases where a private school,—abundantly supplied with accomplished and faithful teachers,—complements the work of the public schools.

The following are some of the cases :—

Healthy, bright children, particularly boys, who wish to make more rapid progress than the arrangements of the public schools allow.

Dull boys or girls who cannot keep up in the public schools, but who are able to do class work here through the great amount of extra instruction for which some teacher is always ready.

Delicate children who cannot study out of school, but who get a good education by the course mentioned on page 31.

Those who have unusual talent for Music, Painting, or Modern Languages, who either take the course last mentioned or come as special students.

Graduates of High Schools who want one or two years more of general culture. See page 37.

Children who are peculiarly susceptible to changes of heat and cold, and who need to be where windows are never opened in cold weather and the temperature does not vary.

Parents, who are not acquainted with Chauncy Hall, and who are considering the expediency of giving their children a broader culture than can be obtained in the schools which they are now attending, are invited to notice on the following three pages a summary of some facts which are worthy of their consideration.

M. C. C.

OBJECTIONS TO THE SCHOOL.

During the summer of 1880 the number of new scholars entered was unusually large. In the conversations with the parents, notes were taken of remarks that had been made to deter them from sending their children here, and in a circular sent to all families in the next November, the following section was especially addressed

To the Families who have become connected with the School for the first time, this year.

The quotations will be familiar to many of you, as each one of them was reported several times during the conversations about the entrance of new pupils.

Those of you whose children are going to college have been told that "Chauncy-Hall is a first rate English School, but college preparation can be better done in a school of different organization." But you have decided that the bringing together of large numbers of boys of different aims, while the teaching is done in small classes, is the surest way of having the boy grow to be a man who shall be American in his sympathies while he is scholarly in his tastes.*

You have been told that in preparing for the Institute, "Chauncy is slow. Your son can be fitted a year sooner somewhere else." You have consulted the officers of that institution and decided that the standing of your son, when he graduates from the Institute, is of more consequence than the date of his entrance.

You have been told that, if your son is going into business, "All he needs is Arithmetic and Book-keeping. He will make just as much money without anything else." But you think a broader course is better,

* See p. 44 for the interest shown by most of the beginners in Latin.

and you have decided to give him an education that will be a comfort to him when he meets the cares and anxieties which manhood will bring. And in those cases where age, weak eyes, or some other good reason makes it the wisest thing for him to take a limited course, you have preferred that his studies shall be carried on where he will have gentlemanly associates and be surrounded by refining influences.

Those of you who have children between nine and twelve years old have heard it said: "Chauncy is too large; your boy will be lost there; a smaller school is better." But after careful examination you were unable to find any small school that could give your boy so much individual attention as is found here.

To the parents of girls, it has been said: "How can you send your daughter to a school where the large majority are boys?" But you have decided that the best plan for your daughter is to go with her brother, as so many girls are doing this year; or, if she has no brother in attendance here, you have believed that a class, composed in part of well-bred boys, has a better influence upon her than one composed exclusively of her own sex.

[The following two paragraphs appeared in the circular just after those quoted above. They are reprinted here to aid strangers in seeing the care taken of each individual pupil.]

Now that these different sets of scholars are fairly organized into one body, and there will be more time for studying the needs and capacities of each pupil, it is important for us to know how far the school meets the varied wants, and in what respect it falls short of your expectations.

During the summer great pains was taken in regard to new comers to record all their peculiarities that could be learned from their parents. These notes have been

a great help. But there were many cases where the parents were undecided about sending, and no notes were taken. Subsequently the children entered, without our having any clew to their characters. Even now, if parents will send a careful analysis of the peculiarities of their children, *last year's scholars as well as new ones*, it will be a great help in carrying out what is mentioned at the top of pages 9, 54, and 60 of the catalogue.

UPPER DEPARTMENTS.

[For teachers and pupils in the Primary and Kindergarten,
see pages 120-122; 124, 125.]

TEACHERS.

WILLIAM H. LADD,

English Literature and Composition.

OLIVER F. BRYANT,

Physics, Geography, Modern History, and Book-keeping.

J. B. TORRICELLI,

French, Italian, and Spanish.

BENJAMIN F. NUTTING,

Drawing.

HERBERT B. CUSHING,

Latin.

EDWIN DEMERITTE,

Latin, Greek, and Military Drill.

JAMES B. TAYLOR,

Latin, English Literature and Elocution.

ERNEST W. CUSHING, M.D.,

Hygiene.

MISS MARY E. PEIRCE,

German, and English Literature.

MRS. A. F. HARRIS,

English Literature and Elocution.

WALTER C. HAGAR,

Mathematics and Military Drill.

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Latin and Greek.

MISS MARY A. J. FROTHINGHAM,

Chemistry and Penmanship.

MISS FANNIE V. VIAUX,

French Conversation.

MISS ALICE E. HOLDEN,

Drawing and Mathematics.

MISS LOUISE L. BROCKWAY,

Botany, Mineralogy, Physics, and Zoölogy.

MISS EMILY J. LADD,

Reading and Defining.

MISS JULIA C. CLARKE,

English Language and French.

MISS ABBY L. SANGER,

Arithmetic.

MISS MARY B. RAWSON,

Arithmetic and Defining.

MISS A. A. BRIGHAM

Has the especial care of the Young Ladies.

PUPILS.

A few of the following are not doing the full work of their classes, but all have at least five studies.

Albert E. Adams,	.	.	Newton.
James T. Adams,	.	.	Chester Square.
Ripley O. Anthony,	.	.	Beacon St.
Henry S. Arnold,	.	.	South Boston.
Francis B. Armington,	.	.	Lawrence.
Herbert K. Atwood,	.	.	Columbus Av.
Walter W. Austin,	.	.	} Arlington St.
William F. Austin,	.	.	
William P. F. Ayer,	.	.	Medford.
Leopold Babo,	.	.	Boylston St.
Charles F. Bacon,	.	.	Winchester.
Henry Bacon, Jr.,	.	.	Smithville, N. C.
Edward L. Baker,	.	.	E. Boston.
Henry Balderston,	.	.	Walnut Av.
Edwin L. Barnes,	.	.	} Roxbury.
Clarence A. Barnes,	.	.	
Charles H. Bartlett,	.	.	Milford, N. H.
Alfred Batcheller,	.	.	Hotel Berkeley.
Clarence W. Bates,	.	.	E. Weymouth.
Herbert Bates,	.	.	Hyde Park.
Joseph Battles,	.	.	Lawrence.
Stephen H. Bennett,	.	.	Brookline.
Charles McG. Biddle,	.	.	N. Cambridge.
George B. Billings,	.	.	Coolidge House.
Horace T. Bingham,	.	.	E. Newton St.
William M. Black,	.	.	Halifax, N. S.
Frederic Blake,	.	.	} Washington St.
John B. Blake,	.	.	
Dwight Blaney,	.	.	Church St.
Arthur T. Bradlee,	.	.	} Beacon St.
Henry G. Bradlee,	.	.	
George C. Brewer,	.	.	Newton.
William D. Brewer, Jr.,	.	.	Columbus Av.

Frederic H. Briggs,	.	.	Chandler St.
John J. Bright, Jr.,	.	.	Cambridgeport.
Albert B. Brown,	.	.	E. Saugus.
Arthur H. Brown,	.	.	Lynn.
Carroll N. Brown,	.	.	W. Medford.
Marion L. Brown,	.	.	Allston.
Arthur B. Bryant,	.	.	Woburn.
Francis S. Bryant,	.	.	Charlestown.
Edward P. Burgess, Jr.,	.	.	} Dedham.
John K. Burgess,	.	.	
Charles A. Burns,	.	.	Wilton, N. H.
Edgar Burrage,	.	.	Newbury St.
Harry L. Buswell,	.	.	Stoneham.
Charles S. Butler, Jr.,	.	.	Commonwealth Av.
Fred L. Came,	.	.	Roxbury.
William O. Came,	.	.	Malden.
Charles H. Carter,	.	.	Cambridgeport.
Annie L. Chapin,	.	.	Watertown.
Guy Chamberlain,	.	.	} Concord, Mass.
Carmeleita Chamberlain,	.	.	
Frederic E. Chamberlin,	.	.	Tremont St.
Arthur T. Clark,	.	.	Worcester St.
Stephen Chase,	.	.	Beacon St.
Harry C. Chester,	.	.	Brookline.
Arthur H. Choate,	.	.	Tremont St.
Eugene Cochrane,	.	.	Malden.
Chester E. B. Coes,	.	.	Worcester.
Horace P. Coffin,	.	.	Nantucket.
Gilman F. Collamore,	.	.	Tremont St.
Archibald C. Coolidge,	.	.	} Beacon St.
Harold J. Coolidge,	.	.	
Annie N. Curtis,	.	.	Jamaica Plain.
Nelson Curtis,	.	.	Highland St.
Albert L. Cushing,	.	.	Jamaica Plain.
Mary B. Cummings,	.	.	Columbus Av.
Charles F. Danforth,	.	.	Milford St.
Alanson L. Daniels,	.	.	Brookline.
Carlos A. Daniels,	.	.	W. Medway.
Charles C. Darling, Jr.,	.	.	Dedham.

Mabel Davenport, . . .	Milton.
George B. Davis, . . .	Cambridgeport.
Frederic H. Day, . . .	Norwood.
William C. Denny, . . .	Portsmouth, N. H.
Florence De Meritte, . . .	Hyde Park.
William S. Doak, . . .	Lynn.
Charles C. Doe, . . .	Commonwealth Av.
Frank W. Doliber, . . .	St. James Av.
Tileston Dorr, . . .	Dorchester.
Carrie E. Drake, . . .	Sharon.
Antoine B. du Pont, . . .	Louisville, Ky.
Caroline D. Eager, . . .	} Canton.
Jones T. Eager, . . .	
George D. Eldridge, Jr., . . .	Newton Highlands.
Guy Emerson, . . .	Peabody.
Mattie S. Evans, . . .	Hyde Park.
Willard W. Estabrook, . . .	Rutland Sq.
George F. Fay, . . .	Clarendon Hotel.
Joseph L. Fisher, . . .	Dedham.
George J. Fiske, . . .	Clarendon St.
Dexter F. Follett, . . .	St. James Hotel.
Herbert S. Forman, . . .	Lynn.
Jennie French, . . .	Broadway, S. B.
Isabelle Giles, . . .	Maplewood.
B. Russell Gilbert, . . .	Newton Lower Falls.
Lizzie F. Goodman, . . .	Roxbury.
Charles Goodyear, Jr., . . .	} Newton.
Walter Goodyear, . . .	
Minnie Green, . . .	Stoneham.
Harold Griffing, . . .	Norfolk House.
J. M. Grosvenor, Jr., . . .	American House.
Alonzo J. Haines, . . .	Townsend St.
Prescott F. Hall, . . .	Brookline.
Alfred T. Hartwell, . . .	Hotel Vendome.
Napoleon Harvey, . . .	E. Foxboro'.
Edwin F. Haserick, . . .	Commonwealth Av.
William A. Haskell, Jr., . . .	Marlborough St.
Walter E. Henry, . . .	Stoughton.
Ellen Herbert, . . .	Fall River.

Charles E. Heyer,	.	.	Continental Hotel.
Alice L. Higgins,	.	.	} Longwood.
Charles H. Higgins,	.	.	
Harry C. Hill,	.	.	Union Park.
Alice Hitchcock,	.	.	} Marlboro'.
Lemuel Hitchcock,	.	.	
John Hitchcock, Jr.,	.	.	Union Park.
Arthur D. Hitchings,	.	.	Saugus.
Oscar H. Holder,	.	.	Beacon Street.
George R. Howe,	.	.	Tremont St
Richard K. Hunt,	.	.	Chelsea.
Frederic T. Isburgh,	.	.	Melrose.
Edith L. Jackson,	.	.	Malden St.
Barton P. Jenks,	.	.	Marlborough St.
Nettie Johnson,	.	.	Lynn.
Albert W. Kirmes,	.	.	Melrose.
Helen Kittredge,	.	.	Worcester St.
Frederic S. Lane,	.	.	Smithfield, Mo.
Herbert M. Leland,	.	.	Tremont St.
George H. Leonard, Jr.,	.	.	Newbury St.
Dexter W. Lewis,	.	.	Commonw'lth Hotel.
Frederic H. Lewis,	.	.	} Worcester St.
Weston K. Lewis,	.	.	
Edward B. Lewis,	.	.	Chicago, Ill.
Lizzie Little,	.	.	Chandler St.
Myron A. Lochman,	.	.	Somerville.
Arthur G. Lunt,	.	.	Columbus Av.
James P. Lynde, Jr.,	.	.	Athol.
Fred Mackintosh,	.	.	Norfolk House.
Donald Mac Rae, Jr.,	.	.	Wilmington, N. C.
Henry B. McMahon,	.	.	S. Boston.
Etta W. McColl,	.	.	Columbus Av.
Helen Maloy,	.	.	Roxbury.
Carrie H. March,	.	.	Watertown.
Adelbert F. Mead,	.	.	W. Acton.
Louise M. Mellen,	.	.	} Cambridgeport.
Lizzie Mellen,	.	.	
Frederic H. Meserve,	.	.	} Hotel Vine.
William C. Meserve,	.	.	

Ellis F. Miller	Cambridge.
Mary N. Montague,	Cambridgeport.
Frederic G. Morrison,	} Braintree.
Walter E. Morrison,	
Alice Monroe,	} Chelsea.
Vivia Monroe,	
Albert W. Mullin,	Somerville.
Hermann D. Murphy,	Stoneham.
Arthur I. Nash,	Union Park.
Allston W. Newton,	Fayville.
Charles W. Nutting,	Lynn.
Arthur W. Paine,	Holbrook.
Frank C. Parker,	Cochituate.
Montgomery Parks,	Brighton.
Horace B. Pearson,	Longwood.
Lillian H. Percival,	Newbury St. -
Percival W. Pope,	Charlestown.
Luella F. Pope,	Boylston St.
Harris O. Poor,	Commonwealth Av.
Edward A. Poyen,	Merrimac.
Carroll Potter,	Charles River Vill.
John S. Pratt,	Concord.
Frank Priest,	Roxbury.
Charles W. Prentiss,	Arlington.
Minnie Prettyman,	Rockville, Md.
Wallace N. Proctor,	Revere.
Frederic E. Puffer,	Roxbury.
Arthur C. Putnam,	Mt. Vernon St.
Henry M. Putney,	Grantville.
Albert W. Randall,	} Medford.
William H. Randall,	
Charles G. Rice,	Chester Sq.
Manuel Recuero,	Panama, C. A.
Willard Reed,	Grove Hall.
Warner S. Richards,	Union Park.
William B. Richardson,	Hotel La Grange.
Harold B. Roberts,	} W. Springfield St.
Odin B. Roberts,	
May F. Robinson,	Malden.

Charles H. Rollins, . . .	Commonwealth Av.
Edward E. Rose, . . .	Charlestown.
Edward D. Ruggles, . . .	New York, N. Y.
Kate B. Runkle, . . .	} Brookline.
John C. Runkle, . . .	
Stephen D. Salmon, . . .	Cambridgeport.
Frank H. Sampson, . . .	Hotel Vendome.
Henry Savage, . . .	Beacon St.
Walter D. Sawyer, . . .	Hyde Park.
Walter Scott, . . .	Saugus.
William R. Sears, . . .	Pinckney St.
George W. Shattuck, . . .	Winchester.
Harry H. Sheen, . . .	Quincy.
Frank A. Sherman, . . .	Watertown, N. Y.
May S. Simonds, . . .	Columbus Av.
Dan L. Smith, . . .	Newton Highlands.
Edwin C. Smith, . . .	Melrose.
Florence D. Smith, . . .	Norwood.
Henry Souther, Jr., . . .	} S. Boston.
Joaquin J. Souther, . . .	
Frank P. Spear, . . .	E. Boston.
Horace F. Spear, . . .	Quincy.
Frank C. Spinney, . . .	Lynn.
William B. Stearns, . . .	Brookline.
George M. Stevens, . . .	Hotel Chester.
James E. Stewart, . . .	Chester Sq.
Chester Stiltz, . . .	Williamsport, Penn.
Griswold Stowe, . . .	Belmont.
Edgar E. Sutro, . . .	San Francisco, Cal.
Joseph A. Tailby, . . .	Wellesley.
Charles E. Taft, . . .	Dedham.
Thomas Talbot, Jr., . . .	Billerica.
George Q. Tallman, . . .	Somerville.
Frederic H. Taplin, . . .	Winchester.
Theodore C. Tebbetts, . . .	Lynn.
William R. Thomas, . . .	Laconia, N. H.
Homer Tourjée, . . .	Auburndale.
Charles Trautman, . . .	Tremont St.
Davis R. Vail, . . .	Townsend St.

Ralph Vose, . . .	Hyde Park.
Emma M. Wade, . . .	Jamaica Plain.
Guy W. Walker, . . .	Rutland Sq.
John C. Walker, . . .	Cambridgeport.
Edmund B. Walbridge, . . .	S. Boston.
Harry H. Ward, . . .	Cambridgeport.
Arthur P. Watson, . . .	} Sharon.
Walter H. Watson, . . .	
Henry P. Watson, . . .	Minneapolis, Minn.
Edwin S. Webster, . . .	Forest Hills.
Grace D. Wentworth, . . .	} Walpole.
Walter B. Wentworth, . . .	
Herbert M. Weston, . . .	St. James St.
Frank E. Wetherbee, . . .	Ellsworth.
Charles Wethern, . . .	Melrose.
Edward H. Whiton, . . .	Somerville.
J. Foster White, . . .	Commonwealth Av.
George W. Whittemore, . . .	Arlington.
Allen H. Williams, . . .	Fort Wayne, Ind.
Edward N. Wilmarth, . . .	Jamaica Plain.
Arthur G. Wood, . . .	Rutland Sq.
James H. Wood, . . .	Berwick Park.
Lewis A. Wood, . . .	W. Newton St.
Arthur L. Woods, . . .	Union Park.
George A. Woods, . . .	W. Medford.
Hattie Woodward, . . .	Somerville.

LIST OF STUDIES FOR 1881-82
IN
THE FULL REGULAR COURSES.

MANY years of careful observation prove the following to be adapted to any pupil who possesses ordinary ability and good health.

The arrangement is designed to develop the faculties according to nature, by cultivating the powers of observation in the younger pupils, and by deferring to a more mature age those studies that mostly demand reasoning.

Daily out-of-school study is required. (For course requiring no home study, see page 31 ; for Special Students, see p. 37.)

GENERAL EXERCISES.

ABSTRACTS OF AUTHORS, by the First, Second, and Third Classes, Oct. 3, 24, Nov. 14, Dec. 5, 1881 ; Jan. 2, 23, Feb. 20, March 13, April 3, 24, May 15, June 12, 1882. (See pp. 69, 70, 101.)

[For partial list of authors see pp. 69, 70.]

COMPOSITIONS by the college section of the First Class every week ; by all other classes except the sixth—Oct. 10, 31, Nov. 21, Dec. 12, 1881 ; Jan. 9, 30, Feb. 27, March 20, April 10, May 1, (Wed.) 31, 1882. (See p. 101.)

[These dates for compositions indicate but a small part of the time really given to this very important exercise.]

*Declamation every third week.

Military Drill four times a week for boys.

Gymnastics and Vocal Culture four times a week for girls.

Short Lectures on different subjects (see pp. 64, 65).

Vocal Music (see p. 99).

Penmanship.

Written Spelling Lessons every day (see p. 101).

Definitions.

Drawing.

* Assistance in Declamation and Reading can usually be had from 9.30 to 1, and from 2.15 to 4.

ENGLISH DEPARTMENT.

SIXTH CLASS.

(See p. 54 for the arrangements for these young children.)

Geography ;
 Map Drawing from Memory ;
 Oral Lessons in Grammar ;
 Simple parts of Common Fractions ;
 and Addition, Subtraction, and
 Multiplication of Decimals ;
 Oral Arithmetic ;
 Reading ;
 Oral Lessons in Natural History ;
 Oral Lessons in Geometry ;
 Stories from Mythology and Poetry.

FIFTH CLASS.

Geography ;
 Map Drawing from Memory ;
 Oral History of the United States ;
 Grammar ;
 Oral Arithmetic ;
 Written Arithmetic ; Fractions finished :
 Measures (including Metric System) ;
 Percentage begun ;
 Reading ;
 Oral Lessons in Natural History ;
 Geometrical Drawing.

FOURTH CLASS.

Geography ;
 Map Drawing from Memory ;
 Grammar ;
 Geometrical Problems ;
 Business Arithmetic ;
 Reading : School Days at Rugby ;
 History of the United States ;
 Oral Lessons in Botany ;
 Oral Lessons in Mineralogy.

THIRD CLASS.

Geography ;
 Map Drawing from Memory ;
 Grammar ;
 History of England ;
 Arithmetic ;

Practical Exercises in Geometry ;
 Algebra, through Factoring ;
 Scott's Poetical Works ;
 Natural Philosophy, Oral.

SECOND CLASS.

Grammar ;
 History of Rome ;
 Constitutional History of the U S. ;
 Physics ;
 Wilson's Punctuation ;
 Arithmetic, including the Metric System ;
 Algebra ;
 Geometry ;
 Irving's Works.

FIRST CLASS.

History of Greece ;
 Geography, Ancient and Modern ;
 Arithmetic, including the Metric System,
 and a review of Business Questions ;
 Olney's Complete Algebra ;
 Chemistry ;
 Geometry ;
 Book-keeping ;
 Botany ;
 Mineralogy ;
 Shakespeare ;
 General Literature ;
 The English Authors required for admission
 to the University in 1882.
 See pages 68, 69.

EXTRA CLASS.

History of France ;
 Freema's General History ;
 Tyndall's Forms of Water ;
 Higher Algebra ;
 Geometry ;
 Analytical Geometry ;
 Trigonometry ;
 Shakespeare ;
 English Authors ;
 Translations of German and Italian
 Authors.

CLASSICAL DEPARTMENT (See p. 44).

SIXTH CLASS.

Latin Grammar ;
Jones's Latin Lessons.

FIFTH CLASS.

Latin Grammar and Jones's or
Leighton's Latin Lessons ;
Latin Prose Composition ;
Principia Latina, Part II.

FOURTH CLASS.

Latin Grammar and Composition ;
Cæsar's Commentaries ;
Goodwin's Greek Grammar and
White's First Lessons in Greek.

THIRD CLASS.

Latin and Greek Grammar and Com-
position ;
Selections of Latin Prose and Latin
at sight ;

Cæsar's De Bello Gallico ;
Xenophon's Anabasis, begun.

SECOND CLASS.

Latin and Greek Grammar and Com-
position ;
Virgil's Bucolics and four books of
the Æneid ;
Latin at sight ;
Xenophon's Anabasis, and Hellenica,
or Memorabilia at sight.

FIRST CLASS.

Latin and Greek Grammar and Com-
position ;
Virgil's Æneid, Books V.—IX. ;
Cicero's Orations ;
Herodotus ;
Homer's Iliad, Books I.—III. ;
Sight Reading from various Latin
and Greek Authors.

TIME FOR BEGINNING LATIN AND GREEK.

Classes in Latin are formed annually in September, and the course of preparation for College occupies six years. This time may be shortened when the age and progress of the pupil make it expedient. It is most advantageous for pupils to join the sixth Latin class at the same time that they enter the fifth class in the English department. Pupils intended for College lose time in preparation, if their Latin is begun later. A Latin Class is formed in February, which ultimately joins that which begins the following September. This class is intended to make the beginning of the study of Latin easier for young pupils and those who learn with difficulty, and the lessons are made short.

Those who take up Latin in February should do so when in the sixth class in English studies.

Greek is begun at the end of the second year of Latin.

So many scholars began Latin last February, that according to the custom mentioned on page 44, the class was divided into two sections, one of which, composed of older pupils, has gone on rapidly.

MODERN LANGUAGES.

FRENCH CLASSES.

Otto's French Grammar, by Bôcher ;
 Bôcher's French Reader ;
 Sadler's English into French ;
 Selections from the Classics, &c. ;
 Selections from Modern Authors ;
 Taine's Notes on England ;
 " " " Italy ;
 Ancient and Modern French Plays.

ITALIAN CLASSES.

Toscani's Italian Grammar ;
 Green's Method ;
 Pellico's Works ;
 Manzoni's Works ;
 Dall'Ongaro's Works ;
 Selections from the Classics ;
 " " Modern Authors.

SPANISH CLASSES.

Jose's Spanish Grammar ;
 Ahn's Method ;
 Fernan Caballero's Works ;
 Trueba's Works ;
 Selections from Old Writers ;
 Ancient and Modern Plays.

GERMAN CLASSES.

During the first half year, most of
 the instruction is oral.
 Der Leitfaden, von Heness ;
 Der Sprechlehrer, von Heness ;
 Stories by Zschokke and others ;
 Schiller's and Goethe's Dramas ;
 Schiller's Poems ;
 Eysenbach's German Grammar.

Classes in French are usually formed in February and September ; in Spanish and German, whenever four pupils, or as many as will meet the expense of instruction, desire to begin.

SPECIAL COURSE

REQUIRING LITTLE OR NO HOME STUDY.

A wise request for fewer hours of study is often made in behalf of children too delicate to take the full regular course. Their health is of vastly more value than learning, but they are better both in mind and body for some regular mental discipline.

It is disadvantageous for them if they are allowed to do poor work in all the different studies to which the robust majority of the class are able to attend ; while if they are kept more than a few years under governesses or private tutors, they are apt to lack that development which comes from association with other children. Thus their education is often a difficult problem. The increase of teachers and of educational facilities in the school within the last few years offers this class of pupils the opportunities they need ; and the large number of families that have already availed themselves of the arrangement shows that it is supplying a long needed want. It is

known in school as the "two-years' course," and is managed as follows :

When parents find the full work of a class too much for their child, they send a note stating that they wish him or her to remain two years in the class, instead of being promoted at the end of the year. The pupil then entirely drops nearly half of his studies, but does *thoroughly* what he undertakes, and passes the regular examinations on the branches he studies ; the next year, he reviews what he has been over, and takes up what he has omitted. This arrangement prevents any mortification at not going up with the majority ; because the parents' letter is read to the class at the time of its receipt, and the whole matter is thoroughly understood. The youngest scholars know the difference between an action of the parents on account of health, and a decision of the teachers on account of idleness. This two-years' course is taken this year by some members of nearly every class in school.

This course is also earnestly recommended for young pupils who are giving

UNUSUAL ATTENTION TO LANGUAGES,
and for those of any class who require much

HOME TIME FOR MUSICAL INSTRUCTION.

For prizes in this course, see page 106 ; and for deduction in terms, see page 34.

Those whose health or time does not admit of doing even what has been mentioned above can take advantage of the arrangement for Special Students. (See pp. 35-37.)

The two systems meet the requirements of almost any individual, young or old, who wishes to do a small amount of thorough work.

TUITION *

**For the School Year 1881-82, for Regular Pupils
IN THE UPPER DEPARTMENTS.**

PAYABLE HALF-YEARLY,

Before Oct. 20, 1881, and March 16, 1882.

[For terms of Lower Departments, see pages 120, 124; and for Special Students, see page 38.]

CLASSICAL COURSE, \$200.

Including the ancient and modern languages and English branches, required for admission to Harvard, and the general exercises on page 28.

Young pupils, taking no language but Latin, \$175.

ENGLISH COURSE.

High School Department, Classes I., II., III.,	\$175.00
Grammar-School " " IV., V., VI.,	\$150.00
One language,	\$25.00
Each additional language,	\$15.00

But no tuition for a regular scholar will exceed \$200.

Students in Chemistry will be charged for the actual cost of materials used, and for damage to any implements entrusted to their care.

The use of all English Class-books (including in the Literature Course only Scott's poems, Shakespeare, and the Sketch Book), and Stationery of all sorts, four dollars a half year.

A pupil beginning a half-year is responsible for the whole of it; and no claim for allowance on account of absence is admitted, except by agreement at or before the beginning of the half-year.

No deduction is made from these terms, for the omission of any one or more of the English studies, when a seat in the school is retained, except such as is made for special students on page 38. When reports are wanted for a scholar who omits any regular English study, the right is reserved of charging two dollars extra for each half year; but the money so received will not be used by the Principal, but will be divided between the report makers and examiners. This charge will not be made for those scholars who are staying two years in a class. When instruction is desired *at any other than regular class hours, an extra charge will be made*, according to the time occupied, except under the circumstances mentioned on pages 32, 33.

* While no variation is made from these terms except where there is positive inability to meet them, it has been the privilege of the school several times to assist deserving students by making a reduction to suit their circumstances, and it has been gratifying to see them win positions of usefulness and honor in the community. No persons but the Principal know anything about these private arrangements.

No additional charge is made for the large amount of extra teaching given to candidates for College or the Institute of Technology during their closing half-year; and no deduction will be allowed if they leave school before the close.

A fee of two dollars in advance must be paid to the assistant teachers for each *extra* quarterly examination caused by absence for any reason but illness. See pages 80, 81.

Damage to furniture will be charged at the actual cost of repairs.

Pupils are received at any time, if there are vacancies, the charge after the first four weeks of the school year beginning from the week of entrance, and counting nineteen weeks for a half year; but if extra teaching is necessary to make up lessons which the class has previously been over, the charge will begin from the first of the half-year. If a vacancy occurs after March 1, it may generally be filled for the rest of the year by paying only for the fractional part remaining.

DEDUCTIONS.

When two or more pupils from one family attend *through the entire year*, a deduction of twenty dollars will be made on the fourth quarterly bill of each year for each member of said family in the High School Department, and of fifteen dollars for each member of the Grammar School Department.

When a pupil in the English course remains two entire years in a class below the first, tuition for the last quarter will be free except for languages, which will be at the rates charged for special students.

A large deduction is made to teachers and clergymen, and to officers of the army and navy.

A discount of five per cent. on tuition for the English branches is made on a full yearly bill paid in advance.

A SCHOLARSHIP FOR LONG-CONTINUED GOOD CONDUCT.

A pupil who has been in the Upper Department seven years may remain another year, if satisfactory in deportment, without charge for English branches; and the tuition for languages will be only that charged for a regular student.

SPECIAL STUDENTS (see p. 37),

Having not over four studies, besides Military Drill (for boys) and Calisthenics (for girls).

-
- | | |
|--|---------------------|
| Josephine C. Allen, | Acushnet. |
| <i>Latin, English Literature, English and Roman History.</i> | |
| Samuel K. Bremner, | Boxford. |
| <i>Latin, Greek, Physics.</i> | |
| Frank H. Clock, | |
| <i>Latin, Chemistry.</i> | |
| Harry E. E. Converse, | Malden. |
| <i>French, Mathematics, Geography, English History.</i> | |
| Pauline Cochrane, | Malden. |
| <i>Latin, French, English Literature.</i> | |
| Ernest J. Crawford, | Nashua, N. H. |
| <i>Mathematics, Latin.</i> | |
| Ada C. Davis, | Acton. |
| <i>French.</i> | |
| Willard H. Furbish, | Berlin Falls, N. H. |
| <i>Chemistry, German, Arithmetic.</i> | |
| Anna S. Frothingham, | Malden. |
| <i>Latin, French, Algebra, English Literature.</i> | |
| May S. Hayford, | Swampscott. |
| <i>Composition, German, History, English Literature.</i> | |

SPECIAL STUDENTS,

Not requiring a permanent seat, are admitted to such classes as they choose and are fit for. This arrangement is made for two kinds of scholars :—

Young men and women who wish to pursue some favorite study ;

Young children whose health or attention to music allows only one or two hours of daily attendance.

But the privilege is found useful to other young people who, for various reasons, cannot take the full school course. They come on condition that they are unusually careful in deportment, and so far they have been a credit to the school. But variation from the regular school course is not recommended unless some special reason exists, and the scholar has acquired sufficient maturity of mind and steadiness of habits.

Students that are in poor health, or that are over twenty years of age, or that have not over two lessons a day, need be present only at recitation hours, so long as their deportment is faultless ; but for any breach of school discipline they will not only remain till the hour of dismissal, but will be detained like regular pupils after the close of the session. They must bring notes for absence like other scholars ; and, if they are late to a recitation, they must lose the lesson.

For TUITION, *see next page.*

TUITION.

By the quarter, *invariably in advance*, for instruction in class hours only.

Composition, \$3; Drawing, Spelling, Botany, Mineralogy, and Natural History, \$5 each; Composition, every week, \$8; Geography, ancient and modern, one class, \$10, more than one, \$15; Penmanship, \$10; Book-keeping, English Grammar and Punctuation (counted together), Physics, Chemistry, *Military Drill, Elocution, † \$15 each; History, full course, Greek, Roman, French, English, and American, all the same week, \$20; History of one country, \$10; Mathematics, one branch, \$15, two, \$25, three, \$30; Shakespeare and General Literature, three lessons per week, \$15; Milton, Scott, Irving, Tennyson, and other authors, two lessons each per week, \$10 each; Modern Languages, one, \$15, two, \$25; Latin or Greek, daily, \$25, both, \$45; one ancient and one modern language, \$35. For \$52 a quarter, any studies may be taken that the student can pursue with thoroughness.

SPECIAL BUSINESS COURSE: Book keeping, Arithmetic, Composition, Spelling, Penmanship, and Military Drill, \$35. See pages 41-43.

Fall term, Sept. 14—Nov. 18; Winter term, Nov. 21—Feb. 3; Spring term, Feb. 6—April 14; Summer term, April 17—June 27. After the first ten days of a quarter, the term—nine weeks—will begin at the day of entrance.

If weekly reports, such as are made for regular pupils as explained on page 78, are wanted for special students, an extra charge of two dollars a half year will be made; and the money will be divided between the report makers and examiners.

No regular pupil, who falls behind his class on account of idleness, will be received as a special student in more than four branches.

* Military Drill is free to a Special whose tuition is not less than \$20, provided his attention to Drill is satisfactory.

† For Elocution and Calisthenics for young ladies, see p. 52.

No scholar is taken for less than a half year except that after Feb. 27.

The bill for a new scholar will be made for the fractional part of the remaining school year.

THE OCTOBER HOLIDAYS.

Every autumn some family, that has then for the first time become connected with the school, is surprised to find a vacation so soon after the beginning of the year.

It was introduced in accordance with the belief that education does not consist entirely in the acquisition of knowledge in Literature, or Science, or Art; but that one of its aims is to encourage a love of what is beautiful in nature. So the two loveliest times of the year,—the last week in the Spring, and three days at the best time of the autumn foliage,—are taken for holidays.

Some families go regularly to the mountains in October, thinking a day at this time worth a week at midsummer. Where so long a journey is not practicable, there are many hills within twenty miles of Boston whose trees have a beauty impossible to be seen on a plain, and which are easily visited by the older students even if their parents are unable to accompany them.

The Kindergarten does not have the October and May holidays, on account of beginning so late and closing so early.

BOARD.

The cost of board and rooms in Boston and the neighboring cities and towns varies, of course, according to the means and tastes of individuals; but suitable boarding places can be had for five dollars a week and upward.

Arrangements are made at the restaurant connected with the Institute of Technology, so that members of Chauncy-Hall School can have good board there for three dollars and fifty cents a week.

Genuine *homes* in private families of culture and refinement can be had for ten or twelve dollars.

PUBLIC LIBRARY.

By vote of the Trustees of the Boston Public Library, non-resident members of the First Class and Post-Graduate Class of Chauncy-Hall School are allowed to take from the library such books as are in the line of their school work. This privilege is of great advantage to students of literary or scientific tastes, as the library now contains over 300,000 volumes; and its reading-room is supplied with all the good literary and scientific periodicals of Europe and America.

SKETCHES OF
 PART OF THE SCHOOL WORK,
 AND OF THE
 GENERAL MANAGEMENT.

For some of the principal divisions, see as follows :

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Preparation for BUSINESS	41
" " COLLEGE	44
" " INSTITUTE OF TECHNOLOGY	47
EDUCATION OF GIRLS	51
HEALTH	55, 118
CHILDREN 9 TO 12 YEARS	54
PRIMARY AND KINDERGARTEN	118-125
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Some Studies and Lectures	61-68
Military Drill	72-75
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PREPARATION FOR BUSINESS.*

THE school tries to prepare its pupils for *practical, business life*; but it uses that term in a broad and generous meaning, not in a narrow one.

The high position that Chauncy men hold in the mercantile community is largely owing to the fact that they left school *qualified to begin* the work they undertook.

They went to their employers not only with a careful training in Arithmetic, Book-keeping, Penmanship, and Spelling, but with things of still greater value; with minds sufficiently cultivated in various ways to enable them to comprehend easily the new duties upon which they entered; with good habits to gain the confidence of their employers; and with the manners of gentlemen to win the favor of other persons with whom they were brought into contact.

The instruction and discipline of the school aim to aid in developing the moral principles, improving the manners, and forming the habits of its pupils. The principles of honor and truth are appealed to as the great regulators of conduct, and every one is trusted as long as he is found worthy.

The important habits of punctuality, regularity, and precision are cultivated by the arrangements and requisitions of the school. Every day has its fixed and certain exercises, which recur with unfailing regularity, and it soon gets to be understood by pupils, whatever may have been their previous habits, that an

* For preparation for Institute of Technology, see p. 47; for College, p. 44.

appointed day and hour mean exactly what their names strictly imply, and not the next day and hour, or some apparently more convenient season. School is opened and closed, classes go and come, lessons are set and recited, compositions and written exercises are required and demanded, engagements are made and attended to, with a regularity that is found to be practically unfailing. This precision appeals to the instinct of order that exists in every human being, and helps to develop it to the degree necessary to resist the temptations and obstacles that are often allowed to smother it; and it gives the possessor that pleasure that always accompanies the prompt and regular performance of every duty.

So, too, of many other matters in which exactness and precision are elements, and which go to make up those business habits which are of such importance both to the individual and to his friends. Written copies and exercises are expected to be correctly dated; compositions, &c., to be properly folded and superscribed; weekly reports to be duly carried home, and brought back with the parent's signature; in fact, all the *business* of school life must be properly and correctly despatched. The boy is thus educated in *business habits*, a thing of more importance to his future success and to the comfort of his employers and associates than any one accomplishment, or branch of learning. It is this that fits Chauncy boys so well for places in mercantile establishments after passing through the school, and which makes those merchants and employers, who have had one that could show a proper recommendation from the school, usually apply for others.

Pupils who are intending to take a high position in life not only have a thorough preparation in the branches mentioned above, but are also versed in Natural Sci-

ence, English Literature, Modern Languages, Ancient and Modern History, etc. In short, the school aims in its commercial preparation to send out young men of cultured minds, correct habits, and good manners; and parents are reminded that the building is in a part of the city where there are no temptations to lead a student into bad habits.

For students who cannot afford time for the full mercantile course,

A SPECIAL BUT THOROUGH BUSINESS COURSE

at very low rates, has been established. It includes Book-keeping, Arithmetic, Spelling, Composition, and Penmanship, and *Military Drill is added without extra charge* (see p. 72). The lectures mentioned on pp. 64, 65, are also open to them.

As good health is an imperative necessity for success in business, attention is invited to pp. 55-59.

Some interesting remarks about business matters in the foundation and growth of the school will be found in the extract from the "fiftieth annual report" on pp. 96-98; and in Mr. Cushing's "parting words" on pp. 90-95.

The attention of parents is called to LITTLE MISUNDERSTANDINGS, page 9, and to REGULATIONS, pages 99-101.

PREPARATION FOR COLLEGE.

THIS School has sent classes to college annually for nearly fifty years, and has had but one certified candidate rejected.

One reason for this thorough preparation is the small size of the Latin classes. If a pupil is in a large class, he cannot receive sufficient help in his efforts to master the difficulties of a foreign language; and, if he is entirely under the care of a private tutor, he loses the drill and development that can be obtained only by contact with other scholars of his age.

The arrangements here aim to *combine class work with private instruction*. The Latin classes are divided into sections that seldom have over ten members each; so that every scholar receives a great deal of personal attention; and the teachers are ready to give extra help out of recitation-hours.

In the younger classes, a pleasantly competitive system of daily recitation has been invented, by which boys acquire a minute familiarity with all the forms of grammar in somewhat the same way, and certainly with the same eagerness, with which they learn the science of football. It is well worth a visit to watch the keenness with which every member of a class listens to every word in Latin used by other members, and the energy with which a false pronunciation or ending is instantly corrected, often by the voices of all the rest of the section. No call to attention is ever necessary after the recitation begins, and many a live boy goes to his Latin half-hour with the same avidity that he goes to his lunch or recess.

The only Sophomore at Harvard who took honors in 1880, *both* in classics and mathematics, was prepared at Chauncy Hall.

The only Sophomore at Amherst in 1880 who took honors in mathematics, after having in the previous year taken honors in classics, was prepared at Chauncy Hall.

Every candidate presented by this school at college in 1880 entered without condition.

For additional Harvard honors of this year, see page 69.

The attention of parents, particularly of those who wish their children to begin Latin at an early age, is invited to

1. THE WATCHFUL CARE HERE IN REGARD TO
SANITARY MATTERS.
2. THE ATTENTION GIVEN THROUGH THE WHOLE
CLASSICAL AND ENGLISH COURSES TO COM-
POSITION, ENGLISH LITERATURE, AND DE-
CLAMATION.
3. THE AID IN THE FORMATION OF CHARACTER,
HABITS, AND MANNERS.

The large number of Teachers affords unusual ad-
vantages for

STUDENTS WISHING TO ENTER PROFESSIONAL
SCHOOLS WITHOUT GOING THROUGH
COLLEGE.

As the formation of systematic habits is as impor-
tant for a literary or a professional man as for one going
into business, attention is invited to pp. 41, 42.

YOUNG LADIES who are intending to take the course
now open at Harvard, or to prepare for any other

college, can have the great advantage of reciting in the same class with boys who are on the regular course of preparation, and of being under teachers who have successfully carried on such preparation for many years. Such students are now here fitting for Smith and Vassar Colleges, Boston University, the "Harvard Annex," and the Institute of Technology.

PREPARATION FOR THE INSTITUTE OF TECHNOLOGY.

SIXTEEN years ago it was impossible for a young man to have thorough training in Chemistry, Metallurgy, or Mining Engineering, without going to Europe. Now, the Massachusetts Institute of Technology surpasses all other schools in the perfection of its courses of laboratory instruction; and, in its ten different courses of study, offers a training in science as applied to the varied wants of our active American life, equal to that of the noted Polytechnic schools of Europe.

Certain specialties,—particularly Architecture and Civil Engineering,—requiring more time than is given anywhere in America, can be profitably studied abroad after the student has graduated from the Institute. Indeed, such supplementary study of any branch can be made valuable, if the student's mind is sufficiently matured; but, previous to that time, not even the best foreign training should be substituted for that which can be had in our own city, where the instruction is equally thorough, more practical, and fitted to develop manly qualities in a higher degree.

It is matter of surprise that more parents do not seek for their children the opportunities offered at the Institute, particularly when it is remembered that some of the courses of study well adapted to young women are open as freely to them as to young men.

The development of the immense mineral resources of our country will need, for many years, hundreds of

* For preparation for College, see p. 44; for Business, p. 41.

active, well-educated young men to make investigations, and to carry out the plans of the capitalists who will furnish the means for mining operations. The course of Mining Engineering at the Institute affords an attractive opening to a successful career away from city life.

A very interesting table of graduates appeared in a recent catalogue of the Institute, showing how successful they are in following out the various courses in life for which they studied.

Most High Schools cannot form a special class to be fitted for the Institute, because their small corps of teachers is fully occupied in preparing part of the pupils for business and part for college; so that those students who wish to go to the Institute cannot have that attention which is needed to enable them not only to enter with honor, but also to grapple successfully with the severe work which comes to them during their first year after entrance.

Chauncy Hall makes a specialty of preparing scholars for the Institute, and its success can be ascertained by application to the Chairman and Secretary of the Faculty. It aims to fit its candidates so thoroughly that they will not be weighed down by having to make up deficiencies after entering; but this can be done only by faithful work extending over sufficient time.

In 1880 it presented a larger number of candidates than was sent from any other school in the country, and there was not a condition on the whole class.

The school does not desire the presence of any student whose parents care more to have him *get into* the Institute, no matter how poorly he may be qualified, than they do to have him *come out* of it well equipped for his life-work.

If a scholar shows, either by idleness or incapacity, that he cannot be properly fitted at the date wished by his parents, word is sent to them at least two months before the entrance examination,—generally at a much earlier time. Then, if they still insist on his making the attempt, he will have the same attention which is given to the rest of his class, but word will be sent to the Institute that, if he presents himself, it is against our advice, and that he must not be counted among those recommended by the school. The school will claim no credit for any honor he may win at the Institute, and it does not mean to be blamed for his probable failure.

Persons, who think that a year's time is saved when some poorly-prepared candidate happens to answer questions enough to be admitted to the Institute, will do well to ascertain from the officers of that institution what is usually the fate of such a student.

Scholars, who have passed through the Second Class in the English Department of this school with honor, and who have studied French carefully not less than one year, can then usually be prepared for the Institute by one year's work in the First Class, provided notice of their intention is given at the beginning of the school year; and also provided that they have good health, good eyesight, and a thorough understanding of each day's lessons.

The year's notice is necessary in order to guide the studies directly to the proposed end; because the course varies somewhat from that pursued by the scholars who are fitting for a mercantile career, or who are seeking general culture.

It will be seen that this provides for only two years' study of French. It will be much safer if the candidates begin French at least one year earlier.

As the school is within two minutes' walk of the Institute, unequalled opportunities are afforded for consultation with the professors.

Attention is directed to p. 41, to the article on habits and manners, which are as important for a young man going to the Institute as they are for one going into business.

As good health is one of the imperative qualifications for success at the Institute, parents are invited to read pages 55-59.

So many letters are received here every year asking for the requirements for admission to the Institute, that the following list is copied from the last catalogue of that institution :

“ Arithmetic (including the metric system of weights and measures) ;

Algebra, through equations of the second degree ;

Plane Geometry ;

French—Grammar through irregular verbs ; and the first two books of Voltaire's *Charles XII.*, or an equivalent ;

English Grammar and Composition ;

Geography.

“ A knowledge of the Latin language is not required for admission ; but the study of Latin is strongly recommended to persons who purpose to enter this school, as it gives a better understanding of the various terms used in science, and greatly facilitates the acquisition of the modern languages. Those who intend to take a course in Natural History will find it advantageous to acquire also the elements of Greek.

“ Students will find their progress in Physics and Chemistry facilitated by making themselves thoroughly familiar with so much of Physics as is contained in Balfour Stewart's *Primer of Physics.*”

EDUCATION OF GIRLS.

Several years ago girls were admitted to all classes, at the request of parents who wished their daughters to receive the same regular, systematic, and thorough education as their sons, and to be subject to the rules and discipline of a large school. As a body they have shown themselves fully equal to the work, and in regularity of attendance and performance of duty have fully equalled the boys. Among them have been some excellent Classical, Mathematical, and Belles-Lettres Scholars, part of whom have entered Colleges, whence several have already graduated with distinction.

They are now in every class in every department, and are more in number than attend most of the private schools in Boston, there being seventy-two in all, ranging from four to twenty-four years of age, forty-nine of whom are in the upper departments. Some are preparing for Smith, Vassar, Boston University, the "Harvard Annex," or the Institute of Technology, or for teaching; but the majority are simply getting a good education without reference to any particular course of life.

Some come only as SPECIAL STUDENTS, taking very few branches, among which are French, German, Latin, Elocution, Ancient and Modern History, Penmanship, English Literature, Composition, and Shakespeare. In addition to the regular class recitations in French, *an additional hour is daily given to conversation*, by those scholars who are not due to class.

As their number has increased far beyond what was expected when they were first admitted, it has become necessary to have some one to give them especial care. The school, fortunately, obtained the aid of a lady who has had much experience in the management of girls. As she hears no regular classes, she is always ready to give advice, to attend to any necessary lateness or early dismissal, and to render assistance in Botany, French, and Literature.

At the same hours that the boys go to the Gymnasium for military drill the girls go to the school hall, where, under careful and experienced teachers of their own sex, they have a variety of vocal and calisthenic exercises, which are a very valuable and agreeable feature in their education.

These lessons in elocution and calisthenics will be but five dollars a quarter to a special student, so that when no holiday occurs forty lessons will be given. They are free to one who has studies for which she pays not less than fifteen dollars a quarter.

Ladies are invited to see these lessons any day but Wednesday, at twelve o'clock.

Arrangements are made for six lectures on Physiology next year, to be given exclusively to girls by one of their own sex.

For other Physiology lectures, see page 64.

The attention of the parents of girls is particularly called to the care taken of health as shown on pages 55-59. Several marked cases have occurred of girls who could not keep up in their classes in other schools on account of headaches, but who have been entirely cured here in less than a year.

The study-room for the girls in the Upper Department is reached by one flight of stairs, and has sunshine nearly all day.

As it is as important for girls to learn orderly habits as it is for boys, pages 41, 42 are also recommended for perusal. In this connection it is pleasant to state that no case has occurred where a girl has asked to be excused from the requirements mentioned on those pages, on the ground that she ought to be held to less accountability than a boy.

Those who are intending to take a COLLEGIATE COURSE are referred to pp. 44-46.

In regard to the influence of girls upon the school, see page 114.

EVERY FATHER AND MOTHER,

And every other person who has the supervision of a scholar, is earnestly requested to become thoroughly acquainted with the REGULATIONS on pages 99-101.

CHILDREN

FROM NINE TO TWELVE YEARS OF AGE,

SUFFICIENTLY ADVANCED TO ENTER

THE LOWEST CLASS IN THE UPPER DEPARTMENT.

THE attention of parents of such children is particularly called to the fact, that a child in that class is not put under the entire care of one woman, who may or may not be a person suited to the disposition and temperament of the child, as must of necessity be the case in a large public school, where a class remains under the care of a single teacher during a year; but here every pupil receives instruction from *several men and women*, most of them of high education and long experience, who hold stated meetings for the purpose of kindly discussing, among other topics, the peculiarities of the pupils, that such peculiarities may be recognized for judicious encouragement or correction.

This is a good class for the beginning of school life for children that have been previously taught entirely at home. Several such scholars have entered it during the present year.

Readiness in Long Division, and a corresponding acquaintance with Geography, Reading, and Penmanship are required at the beginning of the school year: after that time, as much more knowledge as the class may have gained. The tuition for this class is now thirty dollars a year less than it was three years ago; while, at the same time, the efficiency of the school has been increased by having a larger force of teachers than has ever before been connected with the school.

These young pupils are usually dismissed half an hour earlier than the older scholars.

For children not quite so far advanced, the first class in the primary department is an excellent place of preparation for the upper school; but some parents prefer in such cases to have their children enter the upper school at once and remain two years there in the lowest class.

HEALTH.

(For special lectures on Hygiene, see p. 64.)

See p. 118 *about the care for health in the Primary Department, as those statements apply to every part of the Upper Department.*

Reference has already been made to the fact that the full course of study is a positive benefit to most pupils in regard to their bodily health, and that there is a reduced course sufficiently flexible in its requirements to be adapted to delicate students of any age. See pages 28, 31.

On page 77 it is mentioned that there is no class-rank to cause feverishness and worry; and on page 105 it is shown how prizes can be won by examinations, so as to give a fair chance to pupils who are absent occasionally on account of illness.

DRAINAGE.—The thorough manner in which the house was built is not considered a reason for trusting to probabilities; but the plumbing, drainage, &c., are examined twice a year by a sanitary expert.

VENTILATION.—Such ill success has attended the attempts to ventilate most of our public buildings that it has been almost doubted whether ventilation is a possible thing. The question has been solved, however, by the expenditure of sufficient money, at the right stage of building, to construct proper apparatus, and by the constant expenditure of both money and trouble to keep it in full working order. A visit to some of the rooms of the building, after several hours' occupancy, will be more convincing on this head than pages of description, and all interested in the subject are invited to put the ventilation to this test.

WARMTH.—The Heating Apparatus, also, does its work admirably; giving an equable and full supply of moderately heated fresh air in all parts of the building, and at all times of the day. In cold weather the scholars do not have to wait an hour after school begins to have the rooms warmed, but the thermometer is at 68° at 8.30, and the temperature seldom varies over two degrees during the day. One secret of this success is a sufficient outlay both of money and personal trouble. Without these, the present state of science cannot furnish comfortable heating or efficient ventilation.

DRYNESS is made certain by keeping the fires burning day and night during the whole term time of the year. In the warm weather the heat passes through the seven ventilating shafts during the day, but at night the heat is turned into the building, so that dampness is unknown from the upper floor to the basement.

EYESIGHT AND POSITION.—The furniture was made on a new pattern expressly for the school, under the approval of several eminent physicians. It is believed to be free from tendency to cause spinal troubles, the foundation of which is so often laid in school; and the desk is so arranged that the slant can be instantly changed from the proper angle for writing to one suitable for reading, so as to keep shoulders and eyes in proper position. In all the rooms the light comes from the left during study hours; and not only are the walls tinted so as to prevent glare, but the different rooms have different tints, so that when the classes change every hour, the eye is rested.

When there is any peculiarity about the eye requiring special care, it is well to bring written directions from an oculist.

Notwithstanding the interest aroused both in Europe and America in the investigations by DR. B. JOY JEFFRIES in regard to color blindness, Chauncy Hall was the first private school to call upon him professionally for an examination of its pupils.

SUNSHINE.—In most school-houses in town, some classes remain for several successive months in rooms where no sunshine can enter; but the classes here are so arranged that every pupil spends part of every day in a sunshiny room.

This change of rooms is also valuable in affording exercise and change of position. There are many children so constituted that both mind and eye are refreshed by being in several rooms in the course of a day and by reciting to different teachers.

The experience of half a century may be worth something in considering the questions of

SCHOOL HOURS AND OUT-OF-SCHOOL STUDY.—Forty years ago, school sessions occupied from thirty to thirty-three hours a week. All boys who were looking for anything more than a very narrow education studied from two to three hours a day out of school. Vacations were short, five or six weeks a year. Now the sessions at Chauncy Hall are twenty-seven and a half hours a week, of which two and a half hours are spent in Military Drill; there is a daily recess of half an hour; and the vacations have increased to twelve or more weeks. The career of many hundred boys has been carefully watched, and it is found as a rule that the hard workers become healthy men, whether their attention is turned to letters or business.

European boys are often mentioned as enjoying better health than Americans; but in the schools of France, Switzerland, and Germany, the study hours

are longer than here ; while the vacations are short, and long lessons are assigned for vacation study. But a European boy is not allowed to be out two or three times a week till midnight at parties or the theatre. Parents need have no fear in regard to the bad results of study in itself, if they will keep us informed of the appearance of their children at home.

The few cases of downright injury that have occurred were where *parents paid no attention to earnest warnings from the school* that their children were going too fast ; but the majority of healthy boys are less likely to suffer from over-study than from bad habits brought on by indolence.

An excellent GYMNASIUM is connected with the Drill Hall, open to members of the Upper Department.

LUNCHEONS

Demand much more careful attention than they receive from some families.

Scholars who live near the school-house go home for lunch ; and many who live at a distance bring the best lunch possible under the circumstances, that which is put up at home under their mothers' supervision ; others have an early dinner at the restaurant of the Institute of Technology, or at the new café under the Hotel Bristol, very near the school ; but the number who have nothing, or pastry that is worse than nothing, through the session of five and a half hours, is sufficiently large to cause grave anxiety.

It is of little use to reduce after-school detentions to the lowest point consistent with discipline and thoroughness as mentioned on page 100, and to arrange for varied lessons, frequent change of position, softened light, proper attitude, even temperature, and pure air,

if health is constantly undermined by inattention to food.

Any pupil, who finds that the lunch time of some day is all occupied by extra recitations, *must immediately report the case*, and arrangements will at once be made for him.

The attention of parents is called to LITTLE MISUNDERSTANDINGS, page 9, and to REGULATIONS, pages 99-101.

STUDIES AND OTHER MATTERS.

LETTERS of inquiry are often received in regard to the system of instruction.

The only "system" the school has may be put into a few lines :

1. Care for the body, so that time may not be lost by headache, bad eyes, and other ailments that are so often caused or increased by want of attention in school.

2. Taking pains to help parents in keeping their children pure in character and refined in manners.

3. Studying the mental peculiarities of each pupil so that the best training may be applied to each particular case, instead of treating scholars like so many grains of corn in a mill.

If inquirers think this is "no system at all," they may be right; but it is a way that makes thinkers, and awakens a desire to seek further culture after leaving school.

VISITORS

Are welcomed to all classes at any hour, provided they will remain through the recitation; but those who wish merely to examine the building are requested to call only at 8.30, 12, or 2.30 to 3.30. See p. 9.

In term time, except on Saturdays, the Principal is usually here from 8.30 to 1, and from 2 to 3.30. Some teacher is at the school on Saturdays, and generally on other holidays, from 9 to 11.

In vacation, the house will be open in August on Mondays and Thursdays, from 9.30 to 1; and at any other hour in July and August, if a person wishing to enter a pupil will give three days notice. On and after Sept. 1, the house will be open *daily* from 9 to 2.

ORDER OF EXERCISES.

Soon after the opening of the school year, a printed Order of Exercises, telling, to a minute, the times of recitations, recesses, &c., is sent to each family, for the use of the parents, not only that they may know what lessons should be studied on each evening, and when to visit the school to hear particular recitations, but also, that they may not ask to have the children dismissed early on days when recitation comes during the last hour (see the very important first regulation on p. 99), and may avoid recitation time, when they are obliged to call on their children during school hours merely on business.

THE NATURAL SCIENCES.

The two methods most commonly employed in teaching the sciences are essentially different. By one of these a single subject is presented to the pupils, for instance Botany, and pursued in minute detail during as many years as practicable. The other lays before the mind of the student the elements of several sciences and many subjects, hoping by this means to open so many paths, that each individual may find some one particularly suited to his or her tastes. The latter plan is the one adopted in the school. Physics, Botany, Chemistry, Mineralogy, and Zoölogy, are all presented to the student at different stages in the courses. Among so many branches, it is hoped and expected that each pupil will find work particularly adapted to his tastes.

None of these branches, with the exception of Botany, are pursued in any detailed manner, but only with the view of giving fundamental knowledge as a basis for after work and reading.

In Physics, the aim is to tempt the student to ques-

tion and explain by physical laws the natural phenomena by which he is constantly surrounded and often puzzled. It is attempted to make the study practical, not theoretical, and as in the case of the other sciences, to establish a good foundation for further study.

Experiments are made as often as possible, and in this respect, the resources of the school, for the ensuing year, are to be largely increased. The students are encouraged to try their own inventive power in making simple apparatus to illustrate certain points, and in this direction some very satisfactory results have been obtained.

Botany, in the Fourth Class, is a continuation of the study begun in the Primary School, and is the intermediate step between the primary instruction and the more advanced study of the First Class. The endeavor is made to interest the student in the vegetable world, and teach him to see for himself how a seed develops, and the plant grows, flowers, and matures seeds. Habits of close observation are urged, and the mind prepared for the more specific work of the First Class.

In Mineralogy, the fact of the immense mineral wealth of the country is kept before the mind, and that of the personal interest which many different professions have in its development. A boy who is fitting for the Institute is thus enabled to form a basis for his further study, and if his tastes lie in this direction, to have them exerted early. The avidity with which the boys learn is ample proof that they are interested, and the many mineralogical collections in various stages of completeness, owned by the members of the class, testify to the practical results obtained by the introduction of this study into the courses.

In Zoölogy, no attempt is made to instruct the children in an arbitrary, purely scientific manner. But they

are taught to use their eyes, and see for themselves how one animal differs from another, where each is found, its habits, &c. In their vacations they prove how well they profit by this method, since on their return they are ready with information, obtained by their own investigations, which has given them great pleasure, and which they are delighted to impart. The eagerness with which they hail the announcement that they are to visit the Natural History Rooms is witness to their enjoyment of the privileges furnished by the nearness of these Rooms to the school, and by the free access to them permitted to the classes at all times.

In regard to the natural sciences, the question is sometimes asked, "Do not the young children have too much variety"? But no instance is remembered where the inquiry has been made by a person who has had an opportunity of noticing the influence which natural science has on young people.

One of the most distinguished educators in the state gave last year the following admirable answer to the question :

"MULTIPLICITY OF STUDIES is a good or a bad thing, according to our interpretation of it. If we mean looking with children in *many* directions, urging them to see only what they are prepared to see clearly in each; remembering that 'the eye brings with it the power of seeing,' and the mind of thinking, and that what cannot be perceived by them readily this week or this year, can better wait to be discovered later;—if we so apply the phrase, then we must all believe in 'multiplicity of studies' for the little ones; and the skilful teacher, who loves children and knows how to meet them, will never lose sight of the harmony of development which is to be sought by varied means.

"But the perceptive and thinking powers of the children should be aided to unfold as naturally as the bulb expands into the full-blown flower under the genial, pervading influences of sunlight, air, and moisture. Thus there will be no opportunity for uninterested minds, idle habits, or parrot-like recitations of the letter of the text without the spirit of the subject taught. Children find their pleasure in what they can see, hear, examine; and the teacher, who promotes this pleasure, establishes herself in their confidence and so may lead them as she will.

“ Much of practical success as well as pleasure through life, is dependent upon this early training. It is *faculties*, not *facts*, we have in mind—establish good mental habits and the facts will come in the process.

“ True oral teaching is not pouring into the pupil's mind (be he young or old) while he waits, a passive recipient, but it is directing and supplementing his mental activity, while he does his own observing, thinking, telling.

“ Oral instruction is both preparatory for and supplementary to the use of text books, because the possibilities for good are greater with the former, so perhaps are the possibilities of harm,—certain is it the pointless, desultory oral teaching is as great a waste of time as the thoughtless repetition of unappreciated passages from a text-book.

“ The higher stages of instruction follow naturally upon right beginnings; the methods are the same, with broader applications. With a love of nature excited early, and with habits of careful observation and accurate statement established, older pupils are prepared to take up any scientific study with earnestness and intelligence.”

CHEMISTRY

Is now taught by an experienced teacher more in detail than it could be formerly, as there is a Laboratory in the school-house fitted with conveniences for such experiments and analyses as are taken up.

LECTURES ON PHYSIOLOGY AND HYGIENE

Have been given once a week through the year.

[For special lectures on Physiology to girls next year, see page 52.]

The subjects have been presented in simple language, free from technicalities, and have excited much interest among the pupils. No book is used nor study required. In this way, without imposing additional labor on the pupils, an opportunity has been given them to acquire knowledge on the very important subjects of the structure of their own bodies and the application of this knowledge to maintaining them in health and safety.

Several of the lectures were directions what to do in case of accidents, particularly such as are liable to happen to boys when away from home in vacation.

Such lectures have been given by Dr. Cushing for

several years, and they have proved so valuable that during the present year

OTHER LECTURES AND FAMILIAR TALKS

on interesting subjects have been given by different teachers. Addresses have also been made by Dr. B. Joy Jeffries, Hon. Lyon Playfair, of England, Gen. S. C. Armstrong, and Hon. Charles L. Flint.

The Literary Society has also had several lectures in the afternoon.

TALKS ON WOODCRAFT.

During the winter Captain Fred C. Barker, so well known to frequenters of Rangeley Lakes, gave a series of six talks on woodcraft that were exceedingly interesting.

These included descriptions of the wild animals of Maine and Canada, of which he exhibited specimens of skins taken by himself; still-hunting; trapping in winter and summer; trouting; a lumber camp in winter; log driving in spring; clothing, food, and utensils for camping at different seasons of the year; the building of camps under various surroundings; how to make camp fires and how not to make them; arms and ammunition; rowing, poling, and paddling; shooting of rapids; travelling on snow-shoes; cooking; making of moccasins; jack shooting; different ways of whites and Indians in carrying home animals or other burdens; a great hunt for caribou last December; and a tramp from Rangeley Lakes to Quebec.

Should some old friends of the school object that too much space in this little volume is given to backwoods talk, the answer is that, so far as can be ascertained, it is the first time that the experiment has been tried in any school of bringing a real trapper to talk to the young people, in a simple, manly, healthful way, about matters that interest them so much.

The experiment has proved even more successful than was expected. Fathers and mothers have been delighted, as well as girls and boys. Many distinguished educators have written in high praise of the idea; and the copying of the reports, published in Boston papers, into the leading newspapers of the Middle and Western States, shows the favor the plan has met.

To prevent interference with school duties, these talks were given on afternoons and evenings when there was to be no session next day.

The following is the close of the last talk of the series. It is reported verbatim, and is entirely Captain Barker's production, both in idea and expression :

“Boys, you have no idea of the ups and downs of the hunter's life. Just imagine yourself trapping off in the woods in the month of December. There is a foot of light snow on the ground. You are just leaving camp in the morning: you have another camp, twelve or fifteen miles away on the mountains. You have two lines of traps leading to this camp; one goes to the right over the hard wood mountains where there is good ground for the sable and fisher, the other goes to the left up a brook and around a small pond where the otter, beaver, and mink work; then upon another brook valley to camp. You take your axe, rifle, bag of bait and lunch, and take the mountain line. Your partner takes the valley line. You both expect to meet at the other camp before dark. It commences to snow by ten o'clock, but your partner has no trouble in following the valley line through to camp. He gets there an hour before dark and cuts the wood for the night, gets it in, builds a fire, and gets supper, expecting every minute to hear you coming. But things have gone differently with you on the mountain line. There is more snow on the mountain than in the valley; the travelling is hard; the traps want a good deal of setting over and fixing, a fisher has got into one of them and dragged it off a little ways, and it takes quite a while to hunt him up. There is a little wind on the mountain, just enough to drive the fast falling damp snow against the trunks of the trees. It sticks there, and by two o'clock you cannot see your blazes on the trees until you have brushed the snow away. You find one, then you look ahead and make up your mind which tree the next one is on. You go to the tree and brush the snow off from it with your hand. There is no blaze there; then you go to a tree a little ways to the right and brush again. No blaze there. Then you go to the left and brush again. Still no blaze; but you keep hunting and after a

while you find it. Then perhaps you have to go through the same manœuvre to find the next one. All this takes up time, and before you are aware of it, it is growing dark. You have lost the line altogether now. You do not know whether it is to the right or left of you; you know that you are still a long ways from camp, and you don't know the course, so your compass is of but little use to you. You think there is a good chance of your having to lie out, and you slip your hand into your pocket to make sure that your matchbox is all right; but your matchbox is not there. It has slipped out of your pocket in the berth the night before, and you have never before realized the importance of always being sure you have your matchbox before leaving camp in the morning. Your situation is not pleasant now. The damp snow through the day, together with the perspiration you have raised by your hard walking, has wet your clothes through and through. It has stopped snowing; the wind has shifted around into the northwest and is blowing a gale; the snow comes piling down off from the trees onto you; the fast flying clouds look white and fleecy, and you occasionally see a cold-looking star up through them. The mercury is liable to creep down to twenty-five or thirty below zero before morning. It is no use to think of lying out; it is get to camp or die. You are struggling on through the snow and darkness, fully conscious of your situation, when suddenly you hear the dim report of a rifle; and, boys, you have no idea how good the report of a rifle can sound and what a change it can make in your feelings in an instant, until you hear it under some such circumstances. At first you find yourself rushing on in the direction of the sound, trying to make yourself believe that it was not the report of a rifle that you heard, but you hear it again; then you say to yourself, 'That's my old partner's rifle, sure, and I am all right once more.' You fire your rifle, to let your partner know that he is heard, and then you pull on towards camp again, guided by the occasional report of the rifle; and when you get in sight of the camp, how good the sparks look, shooting out of the smoke hole! The White House at Washington never looked pleasanter to an in-going President of the United States, than the rough log camp does to the hunter after such an experience as this. The men that worked the hardest to elect him were never thanked with more sincerity than the partner is thanked for just going up on the knoll and firing his rifle; the finest dinner that was ever served at the Parker House wouldn't taste half as good as the hunter's supper of deer meat, spider cakes—or flap jacks—and black tea, with neither milk nor sugar; the finest bed that was ever made up couldn't be better appreciated than the hunter's bough bed and smoky woollen blanket. That's the way with woods life. The harder the time, the greater the pleasure after it is over with. Suppose you boys, when you are camping out in the summer, could go out any day and catch all the fish you wanted, how long would it be before you wouldn't care a snap for fishing; if you could go out any night and shoot a deer, you never would have a touch of the buck-fever. It's the uncertainty of woods life that makes men have a passion for it; it's the working for the game that makes it worth having; it is the hard times that make the genuine good ones, and the head winds that make us appreciate the fair ones."

Captain Barker will give the school another series of talks next winter. If some public spirited man wishes to furnish entertainment, that is profitable as well as pleasing, to the members of the High and Grammar Schools in his neighborhood, he can hardly do better than to engage Captain Barker to repeat these talks. The captain's appearance in his hunting dress adds something to the interest of the occasion. At his first talk last winter, he wore moccasins made from the skin of the foot of a caribou, which he took three weeks previous.

THE LITERARY AND RHETORICAL DEPARTMENT

Has been greatly enlarged in its scope and practice. The reading of books that have any pretensions to be called literature is less likely now to be one of the habits of the young than was the case a generation or two ago. Then they often had recourse to the family library or some other when they needed recreation, and in this way, a taste for useful reading was often formed; now, books for the young, usually of a merely sensational or catchpenny nature, if nothing worse, receive the child ere he leaves the nursery, and stand in the way of his ever reaching up to manlier and better things. As some remedy for this state of things, instead of the usual "Readers," The Poems of Scott, The Sketch-Book of Irving, and portions of the works of Shakespeare, Longfellow, and Tennyson, have been used as reading books for the upper classes, and subjected to careful study and analysis. Members of the First and Second Classes who are preparing for college pursue a course in English Literature, prescribed by the Faculty of Harvard. Those not aiming at higher

schools of learning read and are examined in the same course, and *also* in the best translations of the *Æneid* and *Iliad*. So the young man fitting for business gets *at least* as thorough a rhetorical drill on the master pieces of Latin, Greek, and English, as his college brother. This involves, for the present First Class, familiarity with Shakespeare's *Hamlet* and *Romeo and Juliet*; the first two books of Milton's *Paradise Lost*; Goldsmith's *She Stoops to Conquer*; Irving's *Life of Goldsmith*; Hawthorne's *Our Old Home*; George Eliot's *Silas Marner*, and Scott's *Abbot*. Next year's class will be drilled on Shakespeare's *Othello* and *King John*; Goldsmith's *Vicar of Wakefield* and *Deserted Village*; Carlyle's *Essay on Scott*; Scott's *Bride of Lammermoor*, and George Eliot's *Mill on the Floss*. This system of home reading and examination on books of the highest order has prevailed at Chauncy Hall for *many years*, and it affords peculiar pleasure to note its *recent* adoption at Harvard and the public schools of this city.

In this connection it may not be amiss to remark, that the three instructors in elocution at Harvard University, the leading actor and another prominent one in the Greek play of *Œdipus Tyrannus*, and the Class Orator for '81, are graduates of Chauncy Hall. For further college honors, see page 45. Considering the small percentage of boys from Chauncy Hall in an institution of the size of Harvard, this is surely extraordinary. A native of Japan, fitted for Harvard at Chauncy Hall, stands among the first in his class in compositions, averaging over 80 per cent. in his work.

Every three weeks the higher classes are examined by means of a written abstract on the story or contents of one of the books mentioned above, or some one of the following list: *Life of Washington* (Irving pre-

ferred), Autobiography of Franklin, A novel of Dickens or Thackeray, Some standard book of travel, Pilgrim's Progress, the Roger de Coverly papers, Prescott's and Parkman's Histories, Selections from Gibbon and Motley; Longfellow's Golden Legend and Hiawatha; One of Cooper's novels; Macaulay's Essays and History of England; Pope's Essay and Cowper's Task; Irving's works; Selections from Burns, Bryant, Whittier, Tennyson, and Morris; Byron's Childe Harold; Chaucer's Canterbury Tales; Spenser's Fairy Queen; Thomson's Seasons; Selections from Burke and Webster. This list is not followed in regular order, but is varied to suit the average taste and capacity of the class. Where one volume of a work is given, or only part of one, it is in the hope, that, among the authors to whom the student is thus introduced, some may succeed in retaining his attention through the entire volume or work.

The lowest class in the grammar grade has selections from the Iliad and Odyssey read to them, with explanations and subsequent questionings by their teacher. They take much interest in the subject and get much useful information in regard to mythology and ancient history. They are encouraged to write out the story, and often to do this with much spirit and accuracy, showing that they pay close attention.

READING.

Although only two or three periods a week, of from 30 to 45 minutes' duration, are devoted to reading in each class, the method is such as to insure progress in grasping and readily handling the ideas of the author. A rapid questioning on the matter to be read almost always precedes the reading exercise. This lasts from five

to fifteen minutes. It compels previous study, and obviates the errors especially common in reading classes. It calls such careful attention to the points of the lesson, that natural emphasis and inflection are well nigh certain in the prompt twenty or thirty minutes exercise that follows. Rigid use of dictionary is secured by sharply holding pupils for accent, pronunciation, and definition.

DECLAMATION.

Every three weeks each regular member of every class is expected to give a declamation before his class. The pupils are encouraged to rehearse their declamations. Criticisms by the class, succeeded by those of the teacher, often follow each speaker's effort. The zeal and skill of the lowest class in this study is very marked, and the privilege of hearing the older boys is solicited weekly by those younger.

MILITARY DRILL.

Special explanation is desired from parents in case of conscientious scruples against bearing arms, or in case of any *permanent* trouble or weakness, rendering excuse necessary in Military Drill; but boys are not allowed to bring notes of excuse on account of a temporary ailment or lameness. They may state their own cases and will be excused if necessary. Every boy must be furnished with a drill jacket and cap, and a pair of military gloves, when assigned to a company. The jacket and cap must be distinctly marked with the owner's name.

A circumstance which threatened serious trouble last year proved to be a blessing. When the United States Government took away the arms from other institutions this school suffered with the rest. For two months there was no practice in the manual. Then half a dozen friends of the school presented the battalion with a complete set of arms. The new guns were cut down to be of proper weight for handling by persons who have not reached full growth; and, for the youngest boys, an extra set of light guns was given that weigh but two and a half pounds each.

When the increased size of the battalion this year made more guns necessary, three other gentlemen promptly furnished the needful funds; and others made smaller contributions for other military matters.

The Drill affords excellent though not violent exercise, and is a good school of attention and obedience. It is conducted with the design of giving to all boys who remain three years in the battalion, an opportunity of learning so much of the duties of a soldier as is comprised in an acquaintance with battalion drill.

Privates of not less than a year's service, and whose proficiency in the manual of arms and whose steadiness while on duty make them eligible, are appointed to be sergeants.

All the sergeants, except those appointed within three months, are allowed to present themselves for written

examination, when there are vacancies to be filled among the commissioned officers; and those most competent to fill the places are selected. In this way, a practical acquaintance with the duties of the lower grades and a reasonable amount of theoretical knowledge are ensured in the case of each sergeant promoted, and the result has been found very beneficial in causing prompt and accurate execution of the military work. Whenever a position becomes vacant, there is some one, already partially trained, ready to fill it at once, and in this way much more can be accomplished than when it is necessary to instruct the entire body of officers afresh at the beginning of each year.

The same disregard of seniority, which is shown in the promotion of sergeants, extends to the commissioned officers, who rise in rank through their knowledge of the drill, their attention to duty, and their power of command.

The care taken in the selection of officers has brought them to such a degree of proficiency, that they are capable of taking almost the entire charge of the drill. They are made responsible for the amount and quality of the work done, and meet the requirements of their position with such fidelity that the military instructor has to make very few suggestions.

The interest throughout the battalion is shown in many ways. One of the most noticeable is the small number of frivolous pleas for excuses: another is the friendly rivalry for excellence between the companies.

Scholarship has nothing to do with the military promotions; but *manners and habits are important elements* in deciding the position which an officer may take, and should he be so unfortunate as to be guilty of "conduct unbecoming an officer and a gentleman," such as is mentioned on page 106 as deserving a zero

mark in conduct, he will be at once suspended from his rank, and in all probability he will be reduced to the ranks.

It is intended to have a corps of officers of such character and ability that teachers, scholars, parents, and graduates can speak of them with pride.

The average school boy cares little for the attainments of his officers in literature or science; but he feels it an indignity to be commanded by those whom he knows to be mean or coarse or dishonest; and the School will see that he is not exposed to such a trial.

MILITARY DRILL IN SCHOOL.—“The value of such training must be apparent at a glance. It trims away the awkwardness of youth, teaches the restless to stand still and keep their hands in the right place; cultivates the love of order and system, and makes even stern discipline attractive. Fortunate is the boy who early learns such lessons, upon which depends so much of the happiness, usefulness, and success of after life. The physical value of the drill is, also, a matter not to be overlooked. There is not one of these school soldiers who will not walk more erectly, hold his shoulders squarer and breathe better for his drill exercises, thus warding off or counteracting many of the unhealthful practices liable to grow upon them with advancing years.”—*Boston Journal*.

The drill is free to a special student, if his attention to it is satisfactory, whose tuition bill is not less than twenty dollars a quarter.

Chauncy Hall was the first school of any kind in Boston to introduce military drill as part of its regular exercises.

At the competitive drill held May 21, 1880, medals were awarded as follows :

To the best drilled sergeant,

CHESTER STILTZ.

To the best drilled member of the High School Department,

FRANK A. WHEELLOCK.

To the best drilled member of the Grammar School Department,

ALFRED T. HARTWELL.

Roster of Chauncy-Hall Battalion.

Major, LEWIS A. WOOD.

Adjutant, CHARLES H. ROLLINS.

Company A.

Capt. W. D. BREWER.
1 *Lt.* A. H. BROWN.

2 *Lt.* C. STITZ.
3 *Lt.* C. C. DOE.

||| *Capt.* F. E. PUFFER.
1 *Lt.* E. E. ROSE.

Company B.

2 *Lt.* O. B. ROBERTS.

Sergeant Major, ALFRED BATCHELLER.

1 *Ser.* G. B. BILLINGS.
2 *Ser.* A. J. HAINES.
3 *Ser.* J. B. BLAKE.

4 *Ser.* F. H. BRIGGS.
5 *Ser.* J. H. WOOD.

||| 1 *Ser.* J. M. GROSVENOR. 4 *Ser.* C. A. BURNS.
2 *Ser.* W. S. RICHARDS. 5 *Ser.* C. F. DANFORTH.
3 *Ser.* H. E. E. CONVERSE.

Corporals.

W. H. WATSON.
H. P. COFFIN.

P. W. POPE.
G. C. BREWER.

||| J. J. SOUTHER.
F. D. WILLIAMS.

C. POTTER.
A. T. HARTWELL.

Company E.

1 *Ser.* W. W. AUSTIN.

2 *Ser.* H. M. LELAND.

3 *Ser.* W. N. PROCTOR.

ASSISTANCE ON DIFFICULT POINTS.

THE explanations in all departments are intended to be so full and thorough that they can be followed by any attentive pupil of ordinary capacity.

But there are members of every class, who, either from uncommon slowness of thought or from want of concentration, leave the recitation room with only a partial understanding of the matter under consideration. They can usually have further aid during school hours* ; but if they really wish to learn, or if their parents give heed to the careful reports sent home every week, they remain after school to avail themselves of the opportunities for assistance which are afforded every afternoon. This assistance must be carefully given or the scholar will gain no mental strength.

No easier road to thorough knowledge on any subject has been discovered than through persistent and careful labor. The teachers will do their utmost towards opening and smoothing the paths to learning, but the scholars must apply their own powers to advancing upon them and conquering the difficulties for themselves. Most of the teachers are at their posts until after three o'clock, several of them until four, and it is very interesting on some afternoons to go through the rooms and see the different kinds of aid that are given.

One pupil is getting an explanation in Natural Philosophy ; another is gaining a clearer idea of the Subjunctive in Latin, or of a Conditional Sentence in Greek ; the Book-keeper finds why his trial balance is wrong ; here a poor reader is learning to become a

* During the present year, 1880-81, one person has been ready to give help during all the school hours, and generally two persons—on some days three—have been occupied in the same way.

good one, or the one already good is striving for excellence; in Composition, the young boy is taught how to begin, and the advanced pupil is shown how to unfold his subject; the boy ambitious for a part in the next winter's exhibition is rehearsing his monthly declamation, and the student in modern languages is learning the best rendering of some troublesome idiom; but the largest number of workers is usually found in the Mathematical Department, solving the next day's problem in Geometry, Arithmetic, or Algebra. But we are sorry to say that only a minority of the pupils avail themselves of the advantages so abundantly provided. There are boys in school who sadly need help, but who never come for it; and we have been told repeatedly, by parents who had sent children here for years, that nothing had ever been mentioned at home about these afternoon arrangements. During the last two years a marked improvement has taken place in this respect, but the general statement is as true now as when the greater part of this paragraph was written several years since.

The request, reiterated on page 101, is made here, that parents positively refuse to help their children in mathematics. When they are paying tuition bills at a private school they should be relieved of such a care.

CLASS RANK.

Under the regulations about medals, on page 104, it will be seen that care is taken not to excite improper emulation. For the same reason, no use is made of class rank. There is no need of placing daily before the backward members of the class the disagreeable fact that they can never accomplish what is easily done by some very ready scholar; nor is it for

the physical or mental health of the half-dozen brightest scholars for them to strive with each other which shall be Number One. In such cases study is apt to degenerate into worry. The true method is to demand, from each individual, work sufficiently hard to develop both mind and body; and at the same time so to arrange the order of lessons, that the different studies may relieve each other.

WEEKLY REPORTS.

Objections are sometimes made, now-a-days, to all systems of marking or examinations; but we have the old-fashioned idea that parents have a right to know, as nearly as possible, how their children are doing at school. Therefore, the account from Chauncy Hall is not an aggregate of a month's work, which leaves the parents in doubt when or where a falling off occurs; but every week, a record is sent home of *each separate lesson* and each examination of the previous week.

These reports are prepared with much labor, receive regular oversight and frequent comment, and are the chief means of communication with parents. It is not claimed that every mark is precisely right. An idle but quick-witted pupil may get a higher mark than he deserves, while a classmate who has made faithful preparation may be confused in recitation and not do himself justice. But the average of a week's marks gives very nearly the results of study or negligence. Inability to learn readily to spell or write, to cipher or compose, or neglect to use the ability, may be read in low or very moderate marks under those heads; the parent can decide, from his knowledge of home habits, under which head to place the poor result. A series of unsatisfactory marks in deportment shows

a disregard of good manners, and calls for warning and advice. The reports speak more plainly and regularly than we can, and often tell truths that it might be unpleasant for us to tell. If the general drift and tendency of their communications are noticed, and home habits of study are taken into consideration, it will not be difficult to mete out appropriate comment or advice; but if a boy finds that his parents give little attention to his reports, he will soon learn to be remiss in his own duties.

But, as a report is made entirely for the information of the parents, *we shall be glad to save the trouble and expense of making it, or even of keeping any daily record, whenever the parents of any student authorize us in writing to pursue such a course.*

WRITTEN EXAMINATIONS

Give a completeness not only to the knowledge which the teacher has of the scholar's acquirements, but also to the scholar's knowledge of himself. They determine largely his fitness for promotion at the end of the year. For a teacher to rely entirely upon his own judgment in selecting individuals as capable of advancement to a higher class, is both difficult and disagreeable, as errors may be made and personal motives suspected. Under such a mode of selection, individuals would often be retained in classes whose studies they are incapable of mastering, and would be dragged along as so much dead weight, gaining no benefit themselves and hindering the advancement of others. To keep any one in such a position is a false kindness, and destructive of all solid scholarship or real advancement. Tests, suited to the average intellect and progress, and judiciously applied, tell the scholar himself, as well as his friends, exactly

where he stands; and, with common good sense, he will quietly acquiesce in their revelations and take a lower place, or will make a degree of effort, that, at a subsequent examination, will enable him to gain the percentage required for promotion with his class.

The results of the examinations are indicated in *red ink* from time to time on the weekly reports. The examination marks afford the real criterion of a pupil's success, as the daily marks for lessons may be affected by injudicious assistance and other reasons. Necessary as examinations are to the thoroughness of any school, they are apt to be attended by two evils: a striving for class-rank, and a strain upon mind and body from too many hours of examination in one day. But Chauncy Hall has no class-rank, and care is taken about hours.

ABSENCE FROM EXAMINATIONS.

From Report for 1873.—Beside the minor examinations, thorough ones are held three or four times a year to determine to what class each member of the school shall be assigned. When an examination will interfere with another exercise to which the student is due, public notice of the examination is given three days in advance, to enable the student to carry out the regulation mentioned on page 99; and no excuse but illness is accepted for absence. No person but a teacher can have any idea of the care and time required in preparing a set of examination questions. A set cannot be used twice the same year, and only very rarely can it ever be used again. It is a severe tax on the teachers to hold a special examination for the pupils who are absent through illness, but it is a duty cheerfully performed. If, however, a pupil is absent on the

appointed day for *any other reason*, he will be considered as having entirely failed in that particular study, and will be classed accordingly. If his parents wish him to have an extra examination, they will send a written request to the teacher of that study, enclosing a fee of two dollars.

The principal of the school will neither make charge nor receive pay for such examinations; but if such a request is brought by a member of his own class he will see that the request and the fee are delivered to a competent teacher.

It is hoped there will be no absence of this kind during the coming year; but if there is, the rule will be strictly enforced, when the absence reduces the average per cent. below what is required, *either to go into a lower class or to settle the matter in the manner mentioned.*

The slight fee is not more than half the remuneration which such work should receive.

Of course this does not apply to all the examinations of those scholars mentioned on page 31, who are doing only partial work, and who are understood to be members of the class for two years.

CARELESS CHILDREN

Sometimes enter the school, who, for various reasons, such as a naturally careless disposition, or want of previous training, cannot, even with the best intentions, undertake at once or even for a year, the full work of the average scholar, and fall into regular and careful habits. If too much is required of them at first, they are apt to become irritable and discouraged. Such children can, usually, be eventually led into good habits if, for a year or two, less than the average work is ex-

acted of them, while what they are required to do is rigorously insisted upon. They gradually find that they can do *something* as well as other scholars, and they are encouraged to persevere and do more. A youth of this description can often obtain a good education by remaining at school a year or two longer than the usual time; and he will be able to begin a business life with a good knowledge of some things and a general improvement in habits which will be of incalculable advantage.

For such pupils the course is recommended which is described on page 31.

EXHIBITIONS

Have been held annually for over half a century. They give great pleasure to a very large majority of pupils and parents, and are managed with great care to avoid the objections often justly made against such public exercises.

Nothing is obligatory on any pupil except to be present in his assigned seat as he would be on any other school day. During preparation, the regular work is not changed, except sometimes in reading, for those pupils who are preparing to read at Exhibition. Duty first, pleasure afterwards. The exercises are so varied that it is very easy for any steady, industrious pupil to obtain some part, and if he has taken unusual pains with elocution during the year he is allowed more than one part. At the last Exhibition, held Feb. 8, 1881, one hundred and sixteen different pupils had parts.

Of course, on Exhibition day and on the previous day, when the general rehearsal takes place, there are no recitations; but education does not entirely consist

in reciting lessons or hearing lectures. The exercises on those days have their own value, in inculcating good manners, perfect order, promptness, and self-reliance.

The crowd that formerly made the Exhibition so uncomfortable has been stopped by a charge for admission except to a part of the upper balcony, and by allowing no more persons to enter the Music Hall than can be seated.

As most of the seats are reserved for the parents and friends of the pupils, and for such graduates as are invited, the receipts are small. The entire receipts of the last two Exhibitions were devoted to the reference library, and the same use will be made of the receipts at the next exhibition.

The former members who were invited to the last Exhibition were those who had been a full year in Chauncy St., or those, who, since the demolition of the old building, had been a year in the First Class or three years in the School, or had taken any prize, or who are members of any of the class organizations.

The music, as is customary in all other schools, is furnished by the pupils.

ORDER OF EXERCISES

AT THE

*Fifty-third Annual Exhibition of Chauncy-Hall School, at the
Boston Music Hall, Tuesday, Feb. 8, 1881.*

1. ENTRANCE OF THE SCHOOL (at about 2.48 o'clock),
Under command of Major LEWIS A. WOOD.
2. RECITATION, JAMES H. WOOD.
Keenan's Charge.—(GEO. PARSONS LATHROP.)
From the author's manuscript.
3. DECLAMATION, CHARLES C. DOE.
Calgacus ad Britannos—(TACITUS).
4. RECITATION, ARTHUR T. BRADLEE.
The Heart of Bruce.
5. STORY, ARTHUR T. CLARK.
The Observing Boy and the Bald-headed Man.
6. RECITATION, CHARLES H. ROLLINS.
A Ballad of the Fleet.—(TENNYSON.)
7. READING,
Lilies in Prison.—(ELIZABETH STUART PHELPS, in *Youth's Companion.*)
W. W. Estabrook, G. Stowe, F. Blake, Carrie H. March,
G. A. Woods, C. N. Brown, E. D. Ruggles, May S. Simonds,
W. P. F. Ayer, A. W. Newton, E. Burrage, Lillian H. Percival,
F. H. Sampson, T. C. Tebbetts, A. G. Wood, Alice L. Higgins,
F. E. Chamberlin, H. G. Bradlee, C. Trautman, Jennie French,
W. R. Sears, G. H. Leonard, Jr. Isabelle Giles,
[Arranged from Stage right.—Conducted by Capt. FRED. E. PUFFER.]
8. DESCRIPTION, ALFRED BATCHELLER.
A Brakeman's Opinions about Churches.
9. STORY. ALFRED T. HARTWELL.
George Washington Pomp's Birthday.
10. READING.
Love of the Alps.—(SYMONDS:)
May S. Hayford, Annie N. Curtis, Mary N. Montague,
Nellie M. Knowlton, Emma M. Wade, Caroline A. Moseley,
Josephine C. Allen, Vivia Monroe, Carmaleita H. Chamberlain,
Minnie Greene, Grace D. Wentworth, Mary B. Cummings,
Marion L. Brown, Mattie S. Evans, Alice Monroe.
[Arranged from stage right.]
11. DEBATE.
Adapted from LOUISA M. ALCOTT'S "*Jack and Jill.*"
A. T. Bradlee, N. Harvey, F. S. Lane, J. S. Pratt,
G. C. Brewer, A. T. Hartwell, H. M. Leland, H. M. Putney,
G. B. Davis, F. T. Isburgh, A. F. Mead, W. B. Richardson,
G. J. Fiske, A. W. Kirmes, F. G. Morrison, T. Talbot, Jr.,
R. Vose.
12. RECITATION, CHARLES A. BURNS.
The Defence of Lucknow.—(TENNYSON.)
13. RECITATION, WILLIAM B. RICHARDSON.
Don.—(JAMES T. FIELDS.)

ORDER OF EXERCISES, FIFTY-THIRD EXHIBITION. 85

14. READING, by members of the First Class.

Henry V. and his Nobles before the Battle of Agincourt.—(SHAKESPEARE.)

A. Batcheller,	C. McG. Biddle,	H. P. Coffin,
H. H. Sheen,	J. T. Eager,	C. F. Danforth,
W. D. Brewer, Jr.	A. C. Coolidge,	J. B. Blake,
L. A. Wood,	H. F. Spear,	W. H. Randall, Jr.
W. S. Richards,	G. B. Billings,	O. B. Roberts,
C. H. Rollins,	W. N. Proctor,	A. H. Brown.

[Arranged from stage right.—Conducted by Lieut. EDWARD E. ROSE.]

15. RECITATION, ANNIE N. CURTIS.
Who takes the Lily?

16. READING, by members of the Primary Department.

Mary Elizabeth.—(ELIZABETH STUART PHELPS.)

J. W. Foster.	C. A. Blake,	M. Norman,	Mary E. Barnes,
E. L. Clapp,	G. F. Boynton,	E. C. Bradlee,	Mary Guild,
C. O. Richardson,	W. McColl,	Mary E. Jones,	Gertrude R. Richards,
C. W. Keyes,	H. Robinson,	Edith H. Sanborn,	Maude Chapin.

[Arranged from stage right.—Conducted by Lieut. Chester Stiltz.]

17. DESCRIPTION, MATTIE S. EVANS.
Miss Araminta Huxley McFlimsey gives an account of the Concord School of Philosophy.

18. DECLAMATION, ODIN B. ROBERTS.
The French Revolution and Napoleon.—(HERBERT SPENCER.)

19. READING,

Bob Spencer changes his opinion about Sunday Schools.

Adapted from J. G. HOLLAND'S "Nicholas Minturn."

M. A. Lochman,	A. P. Watson,	H. J. Coolidge,	G. F. Fay,
W. B. Wentworth,	H. B. Roberts,	D. F. Follett,	C. H. Carter,
J. C. Runkle,	A. L. Daniels,	H. O. Poor,	C. G. Rice,
			G. B. Emerson,

[Arranged from stage right.—Conducted by Capt. WILLIAM D. BREWER.]

20. STORY, JOHN B. BLAKE.
J'ai l'honneur de vous saluer.

21. DESCRIPTION, WARNER S. RICHARDS.
The Gun and the Gunner.—(VICTOR HUGO.)

22. RECITATION, LEMUEL HITCHCOCK.
The Plumes of Crécy.

23. STORY, FRED. H. DAY.
Setting a Hen.

24. RECITATION, MARY B. CUMMINGS.
Black Ranald.

25. SWORD DRILL, Commanded by Maj. LEWIS A. WOOD.

Lt. C. C. Doe,	Corp. C. Potter,	Corp. J. J. Souther,
Ser. J. H. Wood,	Capt. W. D. Brewer,	Capt. F. E. Puffer,
Lt. A. H. Brown,	Lt. E. E. Rose,	Ser. G. B. Billings,
Ser. Maj. A. Batcheller,	Adj. C. H. Rollins,	Lt. Chester Stiltz,
Ser. F. H. Briggs,	Lt. O. B. Roberts,	Ser. J. B. Blake,
		Ser. H. E. E. Converse.

[Arranged from stage right.]

26. DESCRIPTION, WILLIAM F. AUSTIN.
Travelling by Glacier.—(MARK TWAIN.)

27. DISTRIBUTION of Medals and other Prizes.

28. DISMISSAL by Officers of the Battalion.

RECEPTION DAYS.

Notwithstanding the cordial invitation, given in the Catalogue for many years, for parents to be present at any time, at any of the school exercises, it is found that many of them defer their visits until a special message is sent. Therefore occasional Reception Days have been established.

On these occasions, none of the exercises are gotten up for show, but all are selections from the ordinary work.

The classes are aware of the subjects to be taken up, but no scholar can tell what questions will come to him.

The Compositions are not re-written, but are read from the original papers, presented as regular lessons, when the writers had no thought of coming before an audience.

The Declamations are selections from the regular pieces.

On these days, the Compositions and Declamations are voluntary exercises; but if a class is called out, every member, who is at school, is expected to appear.

Generally the regular lessons of the day go on as usual in the different rooms, and can be heard by any visitors who may prefer them to the exercises in the Hall.

SINGLE SESSIONS.

[The following is from a circular sent to parents in Nov. 1880. The statements appear in other parts of the catalogue, but are brought together here as a convenient way of calling the attention of persons who fear the effect of single sessions.]

“Besides the unusual care taken about ventilation, light, positions, luncheons, &c., as mentioned on pages 55–59 of the catalogue, and about detentions on page 100, it has been a constant aim

TO OBVIATE THE EVILS OF A SINGLE SESSION.

Since the beginning of the school year many parents have recognized this effort, either in person or by letter; but as some are probably not acquainted with what is done, attention is called to the following arrangements. Any one of these taken alone may seem but a slight thing; but in the aggregate they remedy the defects that naturally pertain to a single session, and make it, so far as the members of this school are concerned, more desirable than two sessions.

DRILL, military for the boys, calisthenic for the girls, affords an admirable exercise four days in the week, as it is not put at the end of the day's work, as is done in most other schools, but is at twelve o'clock, so that the scholars come back refreshed and invigorated; and the remainder of the session, instead of being an hour of weariness and lassitude, is nearly as good as the earlier hours.

RECESS is half an hour long, so as to allow not only for lunch but for some active game. Out-of-town scholars who get a warm dinner at a café are allowed extra time so that they need not eat in a hurry.

Thus, with the exception of Wednesdays, when singing takes the place of drill, recess and drill added together make an hour free from study—on Thursdays an hour and a half. In addition to the regular recess, extra play times of from fifteen to thirty minutes are often given to those scholars whose lessons are satisfactory. The lower classes are often dismissed half an hour or more before the upper classes. In most cases the scholars have

Change of Rooms every forty-five minutes.

This movement is a decided relief, particularly as it is done not in 'tip-toeing silence,' but in a natural manner. It also affords rest through the pictures, tinting, and fittings in which each room differs from every other.

Scholars living near the School

Are encouraged to go home for lunch. If their lessons close early they can break the session—by bringing in the first place a note from home and afterwards giving daily notice themselves—to dine at home and return to study in the afternoon. But they are held rigidly to the condition stated at the end of 'afternoon assistance,' on page 100 of the catalogue.

Several parents, in order to lessen the number of study hours, have very wisely decided to have their

*Children remain two years in their present
English Class.*

In some cases this is for the purpose of paying extra attention to languages or to music; in others, on account of a delicacy of organization which will not allow of out-of-school study.

But as the large majority of scholars are doing the regular school work for which *daily home study is indispensable*, their parents are requested to notice that many hours assigned for class work, on the order of exercises, are occupied with lessons on which no previous study has been spent.

The time giving to drawing, penmanship, and singing; to lectures on different subjects; to oral instruction in natural science and American history, uses a large portion of each week in a way that does not tax the mind of the scholar.

Parents are also reminded that the mathematical course is arranged to press very lightly on young pupils, while the success with which the graduates enter the University and Institute of Technology shows that nothing is lost by the transfer of such studies to a comparatively mature age."

EVERY FATHER AND MOTHER,

And every other person who has the supervision of a scholar, is earnestly requested to become thoroughly acquainted with the REGULATIONS on page 99.

THE following six pages appeared in the Catalogue of 1878 9, under the title of

A FEW LAST WORDS FROM THE SENIOR PRINCIPAL.

Mr. Cushing has kindly consented to their re-appearance, as they give, in a short space, an account of some important features of the school.

As my connection with Chauncy-Hall School, extending over half a century, is soon to close, I take advantage of the opportunity offered me in the pages of the Annual Catalogue to say a few farewell words to its friends and pupils. Having seen two generations of scholars grow up under my eye, having had the pleasure of taking part in conducting the education of many whose fathers I had taught in earlier years, and having noticed their subsequent progress and the positions that they attained in business and in society, perhaps I may fairly be allowed to express an opinion upon what is done for pupils in the school and the modes of doing it.

Planting itself upon what elements of good teaching existed in the best schools in the earlier part of the present century, Chauncy Hall has added to them whatever improvements in principles and practice approved themselves to its teachers, who have always been careful observers of all that has been done in the cause of education and taken an active part in the various movements for its advancement. It was not necessary to make a radical destruction of the methods of the day in order to found a new school. That has been tried among us in various instances, but never with any permanent success. The surer and wiser system of taking what was good as a foundation, and gradu-

ally enlarging and building upon it, has been pursued. It is a mistake to suppose, as seems sometimes to be assumed, that there were no good teachers nor thorough work in the schools of fifty years since. Very able men were engaged in them, who, with the small appliances and means at their command, wrought wonders, and in some respects we have hardly improved on them.

The great advantage that Chauncy Hall has enjoyed from the beginning was the introduction, as one of its corner stones, of The Division of Labor in Instruction, which, with a sufficient number of scholars, allows each teacher to give his whole mind to the work for which he is best fitted, unembarrassed by the numerous petty details of discipline and management. Under this system, satisfactory instruction has been given to *thousands* of pupils, imparting a more systematic, minute and thorough education than could possibly be given without it, and enabling them to take honorable places in the ranks of business and professional life. Fortunately, too, the founder of the School was one who believed in small things as well as great in education; in precision, accuracy, and finish, even in what are sometimes considered the humbler branches of Reading, Writing, and Spelling, as well as in Mathematics, Languages, &c., and I can still see traces of his careful and conscientious work in our community.

Having found this system good, it has been elaborated. More departments now exist than at first, the teachers are well trained and enthusiastic in their work, and I know that it is their determination not to lower, in any point, the high standard that has been gradually set up, but, when time and opportunity is allowed them, to give a careful and finished education. No amount of skill and enthusiasm, however, on the part

of the teachers alone will produce the full result aimed at—a good education. Parents must coöperate and pupils must give their best efforts. Without these elements the goodness of teaching and the opportunities of school avail little. The duties and engagements of the pupil while under instruction must be looked upon as of paramount importance, taking precedence of the claims of pleasure, fashion, or society. Only the most important and serious affairs should be allowed to interrupt the even tenor of school work. Unless the parent shows the respect for it that he does for his own business, it will be considered a subordinate affair by the child; unless a reasonable interest is taken in his progress at school, he will hardly exert himself to make any. Very much time is now assigned by the customs of the day to leisure, change, and recreation in the form of vacations. I have seen the yearly amount of them *doubled*, even *tripled*, since the commencement of my teaching—and the *daily* work made much shorter. What can be expected if the short school-year remaining is spent in a languid manner and subject to frequent interruptions? As the result of experience and observation and the best light to be obtained, I can assure parents that there is no danger to be apprehended from intellectual labor properly proportioned to age. Very few scholars are injured by their studies, and it is easy for one conversant with their habits to see many other causes more efficient than study in producing occasional invalidism. I am happy to say that a good working spirit now prevails in the school. Many are aiming at the goal of good scholarship, and see that, in the main, they must reach it by their own exertions; that their teachers can direct and aid them, but that they themselves must do the work. With this spirit of self-help almost anything may be accomplished; without it, very little.

The inculcation of the greater and the smaller morals and the formation of character and habits have always held a high place in the objects aimed at by the school. To impress upon the young mind the qualities going to make up the character of a Christian and gentleman, has been considered a most legitimate part of its work. This has been accomplished not by formal lessons, but by improving opportunities as they rose ; by words in season, showing that school-boy life even, gives room for the practice of truth, honor, magnanimity, generosity and all the high qualities that we admire in the hero or the patriot ; by commenting on events as they occurred, illustrating these qualities or their opposites ; and by reposing trust in good character as it is developed and understood, and assuming that such trust will not be betrayed. The moral standard of the school was early set high and has never been lowered ; and what is of almost equal importance, the *traditions* of the school, the unwritten code that is handed down from day to day and from class to class, have been largely in accordance with this standard. As an instance of this, the treatment of strangers and new classes may be mentioned ; instead of having to run the gauntlet of persecution, as is only too common in educational institutions, they are received with cordiality and kindness, and older members vie with each other in inducting them gently and kindly into the ways and customs of the school. Among the *traditions* of Chauncy Hall, too, has always been the keeping up the forms of good breeding and politeness, now, alas, considered in some quarters rather old-fashioned and obsolete. They were highly valued and always practised by its founder, and carefully taught and insisted upon when necessary ; and, having started right, example has handed them down

from year to year, so that the observances of the school remain almost unchanged and often excite the notice and favorable comment of visitors and strangers.

This carefully devised system of instruction, the order, regularity, and fulness of the teaching, the watchful and earnest formation of character and habits, have not been fruitless of results. The graduates of the school can be found in all parts of the world, and usually in positions of respectability, honor, and profit; they allude to their school days with pleasure and gratitude for what was done for them, as being the cornerstone of their success in life; they meet their old teachers with those feelings of kindness and respect that make the relation so agreeable and satisfactory to both parties.

In calling up in imagination the rows of youthful faces that have occupied the seats in our school-houses, for so many successive years, and tracing the subsequent career of those who have been spared to reach manhood and maturity, I find that the hopeful feelings with which I viewed even their faults were not altogether unfounded. The good element in their characters, with what was done to improve them, has usually prevailed over their juvenile weaknesses and errors, and I offer this as an encouragement to hopeful and unfaltering efforts for the improvement and reclamation of the most perverse and reckless. The great majority will carry away what they need to become useful and successful in life, and reward the pains taken with the education of their earlier years.

* * * * *

I have passed an eminently happy life thus far in connection with the School, and do not wish the recollection of it to be alloyed by any disagreeable feelings of compulsion in leaving it arising from ill

health or failing powers. I go at the present time with the more satisfaction, that I can leave it in the hands of one who has been my partner for nearly twenty years, and who is, together with his associates, fully imbued with its system, spirit, and traditions, and able and fully determined to carry it to the highest possible point of excellence and usefulness.

May I ask of parents to transfer to them the confidence, support, and kindness which I thankfully acknowledge to have received; and of pupils, to give them the obedience, respect, and regard which have helped to make my life so happy.

T. CUSHING.

FOUNDATION OF THE SCHOOL.

From the Fiftieth Annual Report, 1878.

GOOD MANNERS.

It was a prominent feature of the school, as conceived in 1828 by its energetic and far-sighted founder, GIDEON F. THAYER, that the manners and politeness of a gentleman should be always insisted on in the daily life and conduct of a school-boy; and an example was afforded in his own unfailing courtesy.

Punctuality, order, neatness, and the other minor virtues were always enforced as necessary qualifications for the student or man of business.

THOROUGHNESS.

No royal or easy road to learning was ever promised to the students of any of the branches taught in the school, nor was any system or amount of teaching guaranteed to do away with the limitations of nature which have made some quick and others slow to learn. All, who professed to give scholarship on any other conditions than persistent and conscientious labor on the part of the scholar, were set down as literary impostors and educational quacks; and all books, holding forth promises that all can master their contents with equal ease by obeying certain directions, were placed in the same category of ignorance or dishonesty. It was always impressed on the scholar that, to learn anything, he must labor in proportion to its value, and by no means confine himself to that which he liked to do, a species of intellectual effeminacy destructive of

all mental courage and robustness. Though a private institution, the school was never intended to be a refuge for laziness or imbecility, and if any came to it with that idea, or with the intention of having their own way, they were soon undeceived.

Conducted upon the principles briefly indicated above, the school proved a success. Its numbers varied little and were equal to its accommodations. Several great mercantile crises, when, for a short time, ruin seemed to stare every one in the face, did not affect it; on the contrary, education seemed to be more appreciated and scholars remained longer at school. Its pupils were in demand in the best counting-houses, and could be found in important mercantile positions all over the world, and its graduates have entered college, annually since 1834, to the number of about two hundred. Neither the mercantile apprentice nor the young student has been sent out with barely the qualifications that would enable him to take his first step, but with tastes and accomplishments calculated to smooth and adorn any career. Upwards of four thousand scholars have received the influence and instruction of the school, thus affording a strong argument in favor of the principles on which it is conducted.

MR. THAYER AND HIS SUCCESSORS.

After a life of zealous and conscientious labor, the founder of the school passed away, leaving, as his best monument, his influence upon his pupils. His successors, either trained under the roof and guidance of the school, or bringing new light and experience from other fields, have done their best to keep up its character and carry out its system and principles with such changes and additions as seemed demanded by the wants of the day and the present state of education.

ORAL INSTRUCTION IN FRENCH

Has been added to the exercises of the Primary Departments, giving the children an easy introduction to the language, and especially to its pronunciation, without the difficulty and liability to misconception that attends the commencement from books.

Daily French conversation under an extra teacher is practised by all scholars of the Upper Departments who study French, who are not due at the conversation hour to any other lesson.

DEPARTMENT TEACHING AND SPECIAL AID.

The school has a much larger corps of teachers in proportion to its numbers than formerly, making it possible to carry out more thoroughly the Division of Labor in Instruction, so as to make the course extend from the most tender years to adult age.

It is able from the same reason to afford that special assistance to pupils who need it, which is erroneously supposed to be more easily given in small schools, but which is really one of the advantages of the same Division of Labor.

In closing, let us say that our endeavor in future will be, as in the past, to hold fast all that time has proved to be good in the management of the school, to add to it all that approves itself to our judgment as really advantageous, and to do all that in us lies for the true good and improvement of our pupils.

EVERY FATHER AND MOTHER,

And every other person who has the supervision of a scholar, is earnestly requested to become thoroughly acquainted with the following

REGULATIONS, ETC.

FOR THE UPPER DEPARTMENTS.

NO REQUEST FOR DISMISSAL WILL BE GRANTED THAT INVOLVES THE OMISSION OF A RECITATION, *unless the request is accompanied by a written statement that the parent is aware of the loss of a lesson.* See p. 61. This recognizes the right of parents to the dismissal of a child when they please—unless it interferes with necessary school discipline—while it protects them from an attempt on the part of the child to use their indulgence as a screen for unacknowledged neglect of a lesson.

BOOKS NOT TO BE LEFT AT SCHOOL.—All books, except those on Mathematics, are to be taken home on the same day on which they are used at school, so as to be always ready for home study. If this rule is observed, the right books will always be at home; therefore absence can never be taken as an excuse for non-preparation of lessons, *so far as depends on the books.*

VISITORS.—Parents and guardians are the only persons for whom a student is allowed to leave a recitation; but messages brought by an authorized person will be delivered to the student by the Principal or the Secretary.

EXAMINATIONS.—When an examination interferes with another exercise, the pupil must make arrangements with the teacher in such exercise at least one day in advance, so that he can be present during the whole of the examination. See page 80.

REPORTS OF STUDIES, CONDUCT, &c., are furnished weekly, *to be returned, endorsed by the parent or guardian, on the day after they are given to the pupil.* Parents who do not wish for reports, see p. 79.

ABSENCE.—*Previous* written or personal notice of necessary absence is respectfully requested, and a note of excuse is required at its close.

WITHDRAWAL.—When a pupil is withdrawn from school either temporarily or permanently, a WRITTEN statement to that effect, from the parent or guardian, should be sent.

SINGING.—Attention to Vocal Music in some form is obligatory. Change of voice and disease of the throat can be explained by the pupil without a note from home.

HOURS.—Five hours of school time are required daily, in the Upper Department, exclusive of recess, except on Saturdays. The Primary Department has half an hour less; also the Sixth class in the Upper Department on three days in the week. The exercises begin at 8.45 o'clock. The School-house is open from 8 to 3½ o'clock, and often to a later hour. Special cases must be met by special arrangements.

AFTERNOON ASSISTANCE.—Pupils who need assistance in the afternoon can generally obtain permission to leave an hour early at noon on days when they have no recitation between one and two o'clock. This privilege enables them to get exercise and dinner, and to return in good condition for the special work without any real lengthening of study hours; but it will be at once revoked in regard to any pupil who varies from the condition on which it is granted. See page 77.

MILITARY DRILL.—See p. 72 for excuse, regulations, promotions, &c.

EATING OUT-OF-DOORS is not allowed on the north side of Boylston Street, except on vacant lots of land.

SCHOLARS' GRIEVANCES.—Any scholar who feels that he is unjustly treated by a teacher is not only allowed but is requested to write out his case in full, state his grievance, and hand it to the teacher who appears to be in fault. Such notes, when properly written and addressed, will always receive careful attention even if the teacher makes no change in the decision.

But no scholar above the lowest two classes is allowed to *talk* with the teacher about such a case, unless the written statement has been previously made. It is hoped that the more intelligent members of the fifth and sixth classes will soon learn to manage such matters in the way which has worked so well with the older scholars.

DETENTIONS.—Bad lessons and ordinary infractions of school rules are generally settled by detention after regular school hours; but this can be so arranged as to cause little or no interference with dinner hours, as most faults can be settled—

- (a) By the return of the pupil to school in the afternoon after dining at home.
- (b) On the next day after they are incurred, so that the pupil's family may make such arrangement for his dinner as they deem most advisable.
- (c) If they do not exceed four in number during a week, they can be put over to Friday afternoon.

Parents can make any one of the above arrangements by seeing the Principal or by sending *written word*.

If no such notice is received, it will be assumed that parents have made satisfactory arrangements about luncheons and dinners, and that they prefer to have all faults settled on the day they occur. And those exercises that come at long intervals, like

COMPOSITION, ABSTRACT OF AUTHORS, AND DECLAMATION, must be settled, so far as is convenient for the teachers, *on the day when they fall due*. Parents are earnestly requested to see that these three exercises are begun two weeks before they are due (see p. 28), and also to see that they are completed in season; but in mathematics, no home aid should be given.

All scholars having faults to settle in the afternoon will go *immediately after list call* to the room appointed for the detentions of that day, and will remain there steadily at work unless leave to see some other teacher is obtained from the teacher who has care of that room.

SPELLING MAY BE OMITTED for a specified time by the following classes of students; but it must be at once resumed if careless spelling appears in any written exercises.

1. For an entire year, by those students who have passed the preliminary examination in English Literature at the University.

2. For the remainder of the school year, by those who pursue two extra languages, one of which is Latin or Greek, and do not miss a word in spelling lessons and in composition for ten consecutive weeks. If such perfect spelling is during the ten weeks at the end of the school year, the exercise may be omitted until the first of the following January. One hundred per cent. in examination will count the same as perfect lessons.

3. For the remainder of a regular quarter, by those who do not miss a word in the first two good compositions of that quarter and in the spelling lessons of the first five weeks. Examination counts as in No. 2.

CERTIFICATES OF PROMOTION in the English and Classical Departments below the first class are given at the close of the summer term, only to those students who pass a satisfactory examination in every study pursued by their class; and no pupil, who has more than one condition not made up by September, will be allowed to join a higher class.

For the encouragement of pupils whose industry and health enable them to do the necessary work, promotions are also allowed at any time of year, on satisfactory examinations.

For *military* promotions, see pages 72, 73.

DIPLOMAS.

Two grades in each department.

No one is granted to a scholar who has had a zero mark in conduct during the year.

CLASSICAL DEPARTMENT.

THE FIRST GRADE is given to those graduates who are thoroughly prepared to enter College, and who have attended to the regular exercises mentioned on page 28.

THE SECOND GRADE is given to those graduates who are prepared to enter College, but who, in some very slight degree, fall short of the requirements for the first grade.

ENGLISH DEPARTMENT.

THE FIRST GRADE is given to graduates who have taken all the studies of their class, passed examinations in every study, and had satisfactory marks in General Exercises.

THE SECOND GRADE is awarded in three cases:—

1. To a student whose studies vary from the regular course, but who remains two years in the First Class, and does considerably *more* work than is required in that class.

2. To a graduate who substitutes Latin or two modern languages for an English Study.

3. To a member of the First Class who *enters it without condition*, and who, in fitting for the Institute of Technology during the year, in consideration of the extra studies imposed for that purpose, omits the following studies: Botany and Mineralogy during the whole year, and Ancient History during the second half year.

Students from other schools who wish for a diploma must not only be a full year in the First Class and meet all the conditions, but must also pass the examinations of the Second Class.

Non-attendance at Military Drill, for either of the reasons stated on page 71, will be excused.

It will be seen that the Diplomas are not obtained merely by remaining in school a certain number of years, or by going over a given number of subjects or pages. They are certificates of honorable conduct, faithful work, and good scholarship. Only a small number has been granted.

Tuesday, June 29, 1880, Diplomas were given as follows:—

Classical Course.

JOHN G. COOLIDGE.

*English Course.*ALFRED BATCHELLER,
MAITLAND N. BULLARD,
HARRIE L. DAVENPORT,
GEORGE V. MEAD,
FREDERIC S. MEAD.

The following scholars, not entitled to a diploma, on account of changes in their course of study, received a PRIZE for entering the Institute of Technology without conditions.

HENRY D. BENNETT,
EDWIN D. MELLEN,
WILLIAM L. PUFFER,
ARTHUR J. PURINTON,
ABBOTT L. ROTCH.

At the October examination, FRANCIS M. HAINES and GEORGE V. MEAD also entered without conditions.

See p. 107 for prizes to be awarded under certain conditions to candidates who are successful in entering the Institute of Technology.

MEDALS AND OTHER PRIZES,

As certificates of a definite amount of accomplished work, for the year ending Dec. 31, are awarded at a public exhibition given in January or early in February. In order that there may be no improper emulation, there is no limit to the number.

Candidates must have been members of the school for a full year, and produced their Reports by Jan. 10, of the following year. If reports are lost, duplicates will be furnished, if applied for not more than six weeks after the date of the report desired. Each pupil is responsible for the getting back and the keeping of his own report.

There are six grades of medals; three of gold and three of silver.

The *First grade* of gold will be awarded to those pursuing two or more languages, in addition to the English; the *Second grade*, to those pursuing one language besides the English; the *Third grade*, to those pursuing English studies only.

Two forms of obtaining a medal are allowed, and the applicant must state on which he bases his claim. Reckoning, partly on one condition and partly on another, will not be allowed.

FIRST. RECITATION CLAIM.—For the *first gold* medal there must be no deficiencies, except that in Spelling, four deficiencies will be allowed.

For the *second* and *third gold* medals, there must be no deficiencies except in Spelling, as mentioned above, and such as come under the head of allowances as explained below.

For the *silver* medals, the number of deficiencies in English studies must not exceed five for the first, ten for the second, and fifteen for the third; except, that in each grade, there shall be an allowance of four deficiencies in Spelling.

DEFICIENCIES.—All marks less than four, for lessons, deportment, and attendance; all altered marks for absence, tardiness, or deportment, not signed on Reports by the Principal or Secretary; all altered recitation or examination marks, not signed on Reports, by the teacher who heard the lesson; all absences and "excused" lessons without the signature of the Principal or Secretary on the face of the Report.

In all the above cases the signature must be obtained within one week from the time the Report is received.

The only circumstances under which excuses for absence will be given are illness, death of a near relative, attendance at church with their families, marriage of a near relative, attendance at the college graduation or class day of a brother or sister; and in case of out-of-town pupils, a storm of such severity as to make attendance impossible: the lessons in the last three cases to be made up.

In the First and Second Classes a four will be counted deficient in Abstract, Composition, and Declamation.

ALLOWANCES.—A claim for a second gold medal may be made by a student having Greek and Latin, whose deficiencies in all departments do not exceed five; by a student having Greek or Latin and one modern language, whose deficiencies do not exceed three; by a student beginning Latin and French in February, whose deficiencies do not exceed two.

An allowance will be made on the lower grades of medals, of five deficiencies in any department, for Latin or Greek; of three, for a modern language; and of two, to those beginning Latin or French in February.

When a pupil studies two languages, one of which is Latin or Greek, the omission of English Grammar is no bar to a claim for a gold medal, *provided*, that in those languages there is no mark less than five, or that, having not more than ten marks below five but not less than four, the examination percentages are unusually high. On the same conditions, English Defining may be omitted when the pupil studies two languages, one of which is Latin.

REDUCTIONS.—A pupil having many lessons marked four (which number denotes a merely passable recitation), will receive a medal one grade lower than the scale indicates.

A pupil who is absent fifteen days during the year will receive a medal, one grade lower than otherwise; if absent twenty days during the year for any reason whatever, he cannot take a medal under the first form of claim, but may under the

Second. **EXAMINATION CLAIM.**—Medals will be awarded on the average per cent. of examinations through the year, according to the following table.

For the six grades, the respective required percentages are in

Each branch of Mathematics—90, 87, 84, 80, 75, 70.

Other English Branches, each, 83, 80, 77, 74, 70, 65.

Each Language, 80, 80; and the same per cent. in Greek or Latin will be accepted on the four lower grades of medals in place of one English study that does not fall over fifteen per cent. below what is required in said study; and the same per cent. in a modern language is accepted for an English study that does not fall below five per cent. of what is required.

A student trying for the gold medals may, if he chooses, add the three branches of mathematics together and take their average; but in such case five per cent. higher will be required. Below the First Class, Defining and Reading will be counted together; and in the First Class all the examinations on authors and books in English will be added together and counted as one.

All other studies will be counted separately.

Examinations in Literature will include the course of out-of-school reading, as well as those authors regularly studied in class.

As this second form of winning a medal is intended to make allowance for an occasional failure of a good scholar, and not to encourage alternations of idleness and cramming, no pupil will be allowed to present a claim for the first *gold*, if he has had more than twelve deficiencies; for the second, more than eighteen; third, twenty-three; for the first *silver*, more than twenty-eight; second, thirty-two; third, forty. This allows for nearly one failure in three weeks for the upper classes, and one a week in the lower. Four deficiencies in Spelling are allowed on each grade.

The marks to be counted as deficiencies will be the same as by the first form of claim; but the omitted lessons on the excused absences need not be made up, while the unexcused absences will count one half as many deficiencies as they cause lessons to be lost. Absences through sickness will not be counted.

OTHER PRIZES.—Except in the case mentioned in the following paragraph, no pupil can take a medal of the grade of one that he has already taken, nor can he take one of a lower grade than he has already received; but he may once obtain a book prize of the grade of the highest medal he has previously received, and if such medal is the first Gold, the prize may be every year.

A third gold medal is awarded (to a scholar who does not take any other medal) for excellence in Special Departments; provided, he has obtained the average percentages stated below in that Department, and not less than sixty per cent. in any other Department.

Classical Department: Latin, Greek, and one Modern Language, 85 per cent.

Mathematics, 95 per cent.

Literature, 90 per cent.; and an average of 6 credits in Composition and $5\frac{1}{2}$ in Declamation.

Prizes of books are sometimes awarded to pupils who, from sickness or some other unavoidable cause, are not strictly entitled to medals.

A scholar who remains two years in a class, and whose work, so far as taken, comes up to the medal requirements, may

- a. For the first year have an appropriate book prize, and, for the second year, a medal, one grade lower than the sum of the two years' reports would give him; or
- b. He may make no claim the first year, and, at the close of the second, he may present his reports for the two years, proving that he has done one full year's work, and receive the regular medal that certifies that he has accomplished that amount of work.

The Thayer Association gives a gold medal, awarded by its own Committee, for English Composition.

The gold medal of the Chauncy-Hall Association is awarded by former members of the School to the boy who is considered by his school-mates to be the best boy. A medal is also awarded in the same manner to the best boy in the Primary Department, a fund having been left for the purpose by the late GIDEON F. THAYER, the founder of Chauncy-Hall School. What is said in the first paragraph about the number of medals, of course does not apply to these last three medals.

All prizes, regular and extra, are on condition that there is no zero mark for conduct. The zero mark is given only for what is low or mean, such as foul language or actions, falsehood, cheating, bullying, truancy, deliberate or persistent disobedience or impertinence, &c.

Prizes for entering the INSTITUTE OF TECHNOLOGY without condition.

On Promotion Day, a student who has been in school the whole of the year, and has passed successfully in all the requirements at the last previous examination for entrance to the Institute,—but who, not having followed the regular course of study, is not entitled to a diploma—may receive a book prize, provided he has also been satisfactory in the following branches: Book-keeping; Military Drill; the full course of English Literature and Composition in the First Class. Good work in Latin, during the last two years, will be accepted either for the first or third of these conditions.

A second gold medal will be awarded to a scholar who, having entered the Institute without conditions, proves a claim for the school year corresponding to the claim at Exhibition for the calendar year.

If he has been here not over two years, he must also be examined in American and English History. This last condition also applies to an old scholar who cannot prove that he was satisfactory in History when he pursued that study in the Fourth and Third Classes.

If these extra examinations can be taken in class, without interference, no charge will be made; but if done out of class, for any reason whatever, the teacher is to be paid extra at the time of examination.

For MILITARY PRIZES, see page 74.

MEDALS AND OTHER PRIZES FOR 1880.

AWARDED FEB. 8, 1881.

First Gold Medals.

WALTER W. AUSTIN,

CHARLES H. ROLLINS.

Second Gold Medal.

ARTHUR T. BRADLEE.

Third Gold Medals.

HERBERT M. LELAND,

ADELBERT F. MEAD.

Special Literature.

EMMA M. WADE.

First Silver Medals.

HERBERT BATES, STEPHEN H. BENNETT, CARROLL N. BROWN,
ISABELLE GILES, GEORGE F. FAY.

Second Silver Medals.

THOMAS TALBOT, JR.,

J. FOSTER WHITE.

Third Silver Medals.

FREDERICK T. ISBURGH,

ALBERT W. KIRMES.

Gold Medal Chauncy-Hall Association.

LEWIS A. WOOD.

PRIZES OTHER THAN MEDALS.

General Excellence for seven or eight years.

JOHN B. BLAKE, WILLIAM D. BREWER, JR., LEWIS A. WOOD.

Third Declamation.

CHARLES H. ROLLINS.

Penmanship.

JONES T. EAGER,

CHARLES F. DANFORTH.

Book (rank of Third Gold Medal.)

CHARLES G. RICE.

Book (rank of Third Silver Medal.)

ALANSON L. DANIELS.

Primary Department.

Founder's Medal. Best Boy in Primary Department.

GEORGE H. SIMONDS, JR.,

Book.

BLANCHE B. WALKER.

THE SOCIAL LIFE OF THE SCHOOL.

THE School is eminently a happy one, having very few discontented members. This condition is very gratifying, because it has not been brought about by lax discipline or by toleration of idleness. One way in which this pleasant state of things is shown is in the formation of so many associations for amusement. The scholars who stand the highest in Languages, in Mathematics, and in English Literature, and—what is still better—in character, are found among those who are the most active in the different athletic sports.

LIST OF SOCIETIES AND CLUBS.

FOOT-BALL CLUBS.

FIRST ELEVEN.

Captain, C. H. ROLLINS.

Secretary, JAMES H. WOOD.

SHEEN—HAINES—HAUTHAWAY—BILLINGS—BROWN—STILTZ.

ROLLINS.

HILL.

BURNS.

WOOD.

BATCHELLER.

SOCIETIES AND CLUBS.

SECOND ELEVEN.

Captain, G. B. BILLINGS.*Secretary*, W. D. BREWER, Jr.

THIRD ELEVEN.

Captain, A. C. COOLIDGE.*Secretary*, A. T. BRADLEE.

BASE-BALL CLUBS.

FIRST NINE.

Manager, G. B. BILLINGS.*Field Captain*, C. H. ROLLINS.BURNS, *c.*BREMNER, *p.*ROLLINS, *1st.*LEWIS, *2d.*POPE, *3d.*HILL, *ss.*WOOD, *l. f.*FURBISH, *c. f.*BATCHELLER, *r. f.*KIRMES, *sub.*SHEEN, *sub.*

SECOND NINE.

Captain, A. B. duPONT.

LITERARY SOCIETY.

President, MYRON A. LOCHMAN.*Vice Pres.* ARTHUR T. BRADLEE.*Secretary*, ALFRED T. HARTWELL.

Executive Committee, { A. C. COOLIDGE.
 F. S. LANE.
 H. M. LELAND.

THE "W. A. S."

President, MARY B. CUMMINGS.*Secretary*, HELEN KITTREDGE.

NATURAL HISTORY SOCIETY.

President, CARROLL N. BROWN.*Treasurer*, EDWIN L. BARNES.*Secretary*, EDGAR BURRAGE.

MUSICAL CLUB.

The following students have had regular meetings for practice on musical instruments :

HOMER TOURJÉE, *Leader, Violin.*JONES T. EAGER, *Piano.*JOAQUIN J. SOUTHER, *Cornet.*

CHARLES F. DANFORTH,	} <i>Flutes.</i>
NELSON CURTIS,	
JAMES P. LYNDE, Jr.,	

ARTHUR I. NASH, *Piccolo.*

BICYCLE CLUB.

Captain, W. D. BREWER, JR.*Sub Captain*, L. A. WOOD.*Secretary*, E. E. ROSE.

Chauncy Hall

ATHLETIC ASSOCIATION.

President, ALFRED BATCHELLER.*Vice President*, WM. D. BREWER, JR.*Secretary*, G. B. BILLINGS.*Treasurer*, CHARLES H. ROLLINS.

The many vacant lots of land near the school-house afford play-grounds of a size seldom found in a large city.

An extra recess is often given to those scholars who have perfect lessons, on condition that the time is spent in some active game.

On Friday afternoons, from three to half past four o'clock, informal dances are frequently held, without eating, or expense, or extra dressing. Some teacher is always present on these occasions.

Arrangements will probably be made for instruction in dancing next winter, at low rates of tuition.

AS AN END TO THE UPPER DEPARTMENT

division of this catalogue, the most of which has been written for parents, the Principal wishes to address a few words

TO CHAUNCY-HALL SCHOLARS OF 1880-81.

*TO THE BOYS. A large part of the happiness and prosperity of the school year now closing is owing to the influence which the manly bearing of the First Class has had upon the lower classes, and to the sympathy and support which the Principal has received from the advanced scholars.

Some of those who graduate this year have never attended any other school, having entered the Primary Department at a very early age; others have come after a beginning had been made elsewhere: but all have seemed to feel the responsibility of their position, and, in the few slight instances when they have forgotten it, nothing beyond a kind reminder has been needed to ensure an instant and cheerful return to duty.

If this feeling can be continued through successive First Classes for a few years, the school will not only keep up the traditions referred to in Mr. Cushing's beautiful and touching farewell, (see p. 93), but it will rise to a plane of moral excellence even higher than it has yet known.

* This section is almost identical with the one prepared for the scholars of last year; but it applies so well to the present condition of the school, that it seems the most appropriate thing that can be said.

And if the boys of all classes now here, and those who may join them in the future, will say,—each for himself,—“*This school shall be purer in tone, simpler in habits, braver and stronger in temper, for my presence here,*” they will be helping each other to enter upon a manhood which, it may be confidently hoped, will grow nearer and nearer to a “setting forth in living act and word what man is meant to be, and how he should carry himself in this world of God’s.”

TO THE GIRLS. It may seem needless to state that the girls deserve all the commendation that has been given to the boys; and it is pleasant to add that their influence in every direction is for the growth of the school in all good things. It was very gratifying to see the commendations of their simplicity in dress and their quiet demeanor given by nearly all the newspapers in the reports of the last annual exhibition.

INTRODUCTION
TO THE
LOWER DEPARTMENTS.



One of the most agreeable features of the school is the long time that some of the pupils remain, entering the Kindergarten between three and a half and five years of age, and gradually passing through the different departments until they are young men or women. The school thus becomes a second home to them; as they grow up under the same general influences, in the care of teachers who do everything, consistent with thorough discipline, to make the memory of the years spent here a pleasant one through life.

The greater part of the new catalogue is mostly devoted to the older scholars; but the especial attention of all readers—whether parents or not—is called, in the next few pages, to the manner in which a “firm and ample base” is laid “strong and sure,” for proper growth of body and mind.

*“ In the elder days of Art,
Builders wrought with greatest care
Each minute and unseen part ;
For the Gods see everywhere.*

*Let us do our work as well,
Both the unseen and the seen ;
Make the house, where Gods may dwell,
Beautiful, entire, and clean.*

*Build to-day, then, strong and sure,
With a firm and ample base ;
And ascending and secure
Shall to-morrow find its place.”*

LONGFELLOW.



The Care and Instruction

OF

YOUNG CHILDREN.

A sound mind in a sound body.



PRIMARY DEPARTMENT,

FOR YOUNG BOYS AND GIRLS.

FIFTY-FOURTH YEAR, SEPT. 21, 1881.

*Beginning a week later and closing a week earlier than
the Upper Department.*

PARENTS, who have a child that is now in some poorly ventilated school room, breathing vitiated air with fifty-five other children, or that is in some small school in a private house not ventilated at all, are invited to examine the room on the lower floor of this building, appropriated to the Primary Department, and to see the arrangements made for the physical, intellectual, and æsthetic needs of little children. It will be found that minute attention is given to the following things :

(a) CARE OF THE BODY IN

1. The abundant supply of pure air, without opening a window in cold weather, even at recess time ;
2. The constant drawing off of impure air, at a heavy expense ;
3. Temperature that seldom varies over two degrees, except in summer [and in the warmest weather the house is remarkably cool, notwithstanding the next statement] ;
4. The dryness, not only of the school rooms but of the basement floor, ensured by fire that is kept constantly during term time, day and night, from Sept. 10 to June 29 ;
5. Examination of the drainage and plumbing twice a year by a sanitary expert ;
6. Seats whose backs were planned by high medical authority ;
7. Carefully-regulated light ;
8. Perfect cleanliness ;
9. Sunshine.

So much for the physical nature, to enable the child to receive easily

(b) INTELLECTUAL AND ÆSTHETIC TRAINING THROUGH

1. Cheerful and tasteful surroundings ;
2. Little memorizing ;
3. The beginning of French in a natural manner, while the vocal organs are flexible ;
4. A large corps of teachers.

Miss NICKERSON, the head teacher, has had a very long experience, and, being gifted with a motherly, gentle way of managing, has an admirable influence on her pupils.

She has the rare power of doing thorough work without insisting on rigid discipline; so that, year after year, she promotes classes to the Upper Department, well grounded in their studies and yet not weary in mind or body.

Besides Miss NICKERSON, there are special teachers in the following studies:

FRENCH,
DRAWING,
SINGING,
VOCAL CULTURE AND CALISTHENICS,

Making five teachers.

The hours are from 8.45 to 1.45, except for the youngest children who are dismissed an hour or more earlier. Half an hour is allowed for recess, besides fifteen minutes for lunch.

The terms are very low; see page 120.

During the fifty-third year now closing,—May, 1881,—every seat in the Primary Department has been taken; but as a large class will be promoted this summer, there will be some vacancies in September.

Fully half of the young children who have entered this year have come to escape the damp basements, bad air, and open windows, from which they had previously suffered—generally through no fault of their teachers—in the best of the public schools.

Parents are cordially invited to visit the school before leaving town, so as to see it in full working order. One of the most interesting exercises is the French lesson, which is at 10 o'clock on Mondays, and at 9 on other days.

The house is open from 8.30 to 3.30, except on Saturdays, when it is open from 9 to 11. Teachers and Physicians are especially invited to call.

Parents who have CHILDREN FROM NINE TO ELEVEN years of age, sufficiently advanced to enter the lowest class in the upper department, will find on page 54 a sketch of what is done for this class.

EXERCISES.

Daily Oral Lessons in French;
 Oral Lessons in Botany;
 Reading;
 Singing;
 Spelling;
 Swinton's Word Book;
 Colburn's First Lessons;

Arithmetic, in which the First Class
 go through long division;
 Harpers' Geography;
 Drawing;
 Penmanship;
 Calisthenics;
 Recitations of Poetry.

TUITION FOR 1881-2.

\$88 a year, payable semi-annually before Nov. 16 and March 24.

The first half year ends Feb. 3; the second, June 21.

If vacancies occur after Nov. 1, pupils will be received for the remainder of the year, and will pay only for such remaining portion.

Books and Stationery, two dollars a half year, or any less time.

A large deduction is made to teachers and clergymen, and to officers of the army and navy.

[For terms of Kindergarten see page 124.]

TEACHERS.

MISS SUSAN D. NICKERSON,
Arithmetic, Botany, Geography, Reading, Spelling.

MISS ALICE E. HOLDEN,
Drawing.

MISS MARY E. PEIRCE,
French.

MISS LOUISE L. BROCKWAY,
Singing.

MISS EMILY J. LADD,
Calisthenics and Vocal Culture.

Monthly reports of lessons and conduct are sent to parents.

PUPILS.

Names.	Residence.
George E. Batcheller, . . .	} Boylston St.
Henry Batcheller, . . .	
Madeline L. Bacon, . . .	W. Cedar St.
Charles A. Blake, . . .	Washington St.
Mary E. Barnes, . . .	Boston Highlands.
George F. Boynton, . . .	Charles St.
Edward C. Bradlee, . . .	Beacon St.
Harold H. Brown, . . .	Commonwealth Av.
Percy R. Brooks, . . .	Appleton St.
Edward L. Clapp, . . .	Washington St.
Thomas W. Clarke, . . .	Boston Highlands.
Maude Chapin, . . .	Watertown.
Henry L. Daggett, 3d, . . .	Marlboro' St.
George E. DeMeritte, . . .	Hyde Park.
Joseph W. Foster, . . .	Berwick Park.
Richard S. Fay, . . .	Dartmouth St.
Mary Guild, . . .	} Commonwealth Av.
Helen Guild, . . .	
Ralph L. Hall, . . .	Medford.
Frank G. Hall, . . .	Mt. Vernon St.
Hattie L. Hecht, . . .	Commonwealth Av.
Winfield W. Hiatt, . . .	Church St.
Mary E. Jones, . . .	Columbus Av.
Charles W. Keyes, . . .	Union Park.
Kenneth H. Lewis, . . .	Commonw'th Hotel.
Allan B. Monks, . . .	Dartmouth St.
Isidor Morse, . . .	Beacon St.
Jessie MacDonald, . . .	Hayward Pl.
Wilbur McColl, . . .	Columbus Av.
Maxwell Norman, . . .	} Beacon St.
Reginald Norman, . . .	
T. Emerson Proctor, . . .	Beacon St.
Gertrude S. Richards, . . .	Newbury St.
Charles O. Richardson, . . .	Cottage Place.
Francis A. Richardson, . . .	Hotel La Grange.
Henry Rice, . . .	Marlboro' St.
Harry E. Robinson, . . .	Rutland Square.

Edith H. Sanborn, . . .	}	Rutland St.
Jennie A. Sanborn, . . .		
Jessie Southard, . . .		W. Canton St.
Bertha Schoff, . . .		Hotel Brunswick.
George H. Simonds, Jr., . . .		Columbus Av.
Helen H. Turner, . . .		Warren Av.
Blanche B. Walker, . . .		Rutland Sq.
Mary Wheelock, . . .		Commonwealth Av.
Grafton Whiting, . . .		Commonwealth Av.
Edith White, . . .	}	Boylston St.
Ralph H. White, . . .		
Hamilton Willis, . . .		Louisburg Sq.
Mary W. Winslow, . . .		Beacon St.
Waverly T. Wonson, . . .		Columbus Av.



→‡ KINDERGARTEN. ‡←



LITTLE children have always been received in the Primary Department at the age when they were able to begin to learn to read; but in September, 1874, for very young children of both sexes, a Kindergarten was opened from which, in due course, the pupils are promoted to higher Departments. This new Department begins that harmonious development of opening minds on which so much of the success of subsequent education depends. It takes the child when three or four years old and cultivates its faculties in the order of nature: first, by presenting to its perceptive powers appropriate objects and teaching it to observe and discriminate their color, size, proportion, weight, &c.; going on from this, to reason about them and their qualities, and to receive the lessons which a cultivated ingenuity can draw from them; by having even the child's plays so arranged as to further the same objects, and finally by causing it to receive lessons in the elements of morality, in good manners, and the proper use of language from a gentle and cultivated teacher, instead of the first lessons of a very different description which are often learned in the nursery. The amount that may be learned in this way from a proper teacher, before the child can read a letter and prior to what has usually been considered the school age, would surprise one who has paid little attention to the subject. It is not, of course, book knowledge, but a general arousing of the intellectual and moral powers and directing them to their appropriate objects. The advantage gained by children from this system is very perceptible when they begin the usual course in the primary school; as they profit by the instruction given much more promptly and easily than children who have had no previous training of the sort, while their general happiness has been very much promoted in the process. Some discredit has been thrown on the Kindergarten system, by using the name for schools or collections of children who were not taught upon true principles, or upon any principles except to please them for the time being. Play, in some form, oc-

cupied most of the time in such schools, and all that their pupils carried to higher schools was a general restlessness and want of discipline. Fortunately, however, the system has able and zealous exponents in this country, who are training competent teachers to supply the demand for schools of this sort. To fill the position successfully requires a high order of ability, much general knowledge and culture, and refined and gentle manners.

The pupils of this department enter the building by the door for young ladies, and occupy a sunny room warmed in part by an open fire. They are limited to a small number.

A mother sometimes hesitates about sending her little one, from want of understanding the difference between a Kindergarten and a School. In such cases, if there is a vacancy, the child may try the Kindergarten until all the chairs are permanently engaged, and, if the experiment is not successful, the child may be withdrawn on the payment of three dollars a week. The room is always open to visitors.

There is also an *ADVANCED CLASS* in this department, in which the pupils are taught the elements of Reading, Writing, Arithmetic, and French. It is not intended to do the regular work of a primary school; but to make the first steps in knowledge as easy and pleasant as possible, and to give an opportunity for "learning through doing" by devoting a portion of the time to the higher Kindergarten occupations.

TUITION FOR 1881-2.

Below the first class: \$75, from Oct. 3, 1881, to June 9, 1882, payable Dec. 3.

First Class, \$88.00. This class has the higher Kindergarten employments, Reading, Writing, oral teaching in French, and Vocal Music.

Miss LUCY WHEELOCK, Kindergartner.

Miss FANNIE F. VIAUX, Assistant,—French, &c.

PUPILS.

Names.	Residence.
Charles Bradlee, . . .	Beacon St.
Waldo Crawley, . . .	Boston Highlands.
Elsie Cushing, . . .	Newbury St.
Harry Endicott, . . .	} Newbury St.
Thorndike Endicott, . . .	
Edward Herbert, . . .	Columbus Av.
Helen Jordan, . . .	} Marlborough St.
James Jordan, . . .	
Louise Lawrence, . . .	Hotel Brunswick.
D. Newton MacDonald, . . .	Hayward Pl.
Centella McColl, . . .	Hoffman House.
Tyler Morse, . . .	Beacon St.
Ellen Newhall, . . .	Newbury Street.
Le Roy Talbot, . . .	Hotel Brunswick.
Creighton Williams, . . .	Hotel Vendome.

BOSTON UNIVERSITY.

"Boston University has set before it at the outset of its career the highest educational aims of both hemispheres, and appears in the intellectual arena determined to be the most comprehensive and generous training-school for humanity in the world. German, English, and American experience and ideas are all drawn upon in the plan of its organization."—*Atlantic Monthly*.

"It is meant to be the most comprehensive institution of its kind in existence."—*New York Tribune*.

"The institution furnishes, at slight cost, the best possible instruction."—*Harvard Advocate*.

"Its success is surely extraordinary."—*Boston Daily Advertiser*.

"The boldest and yet most hopeful university enterprise in the country."—*The Citizen, St. Paul, Minn.*

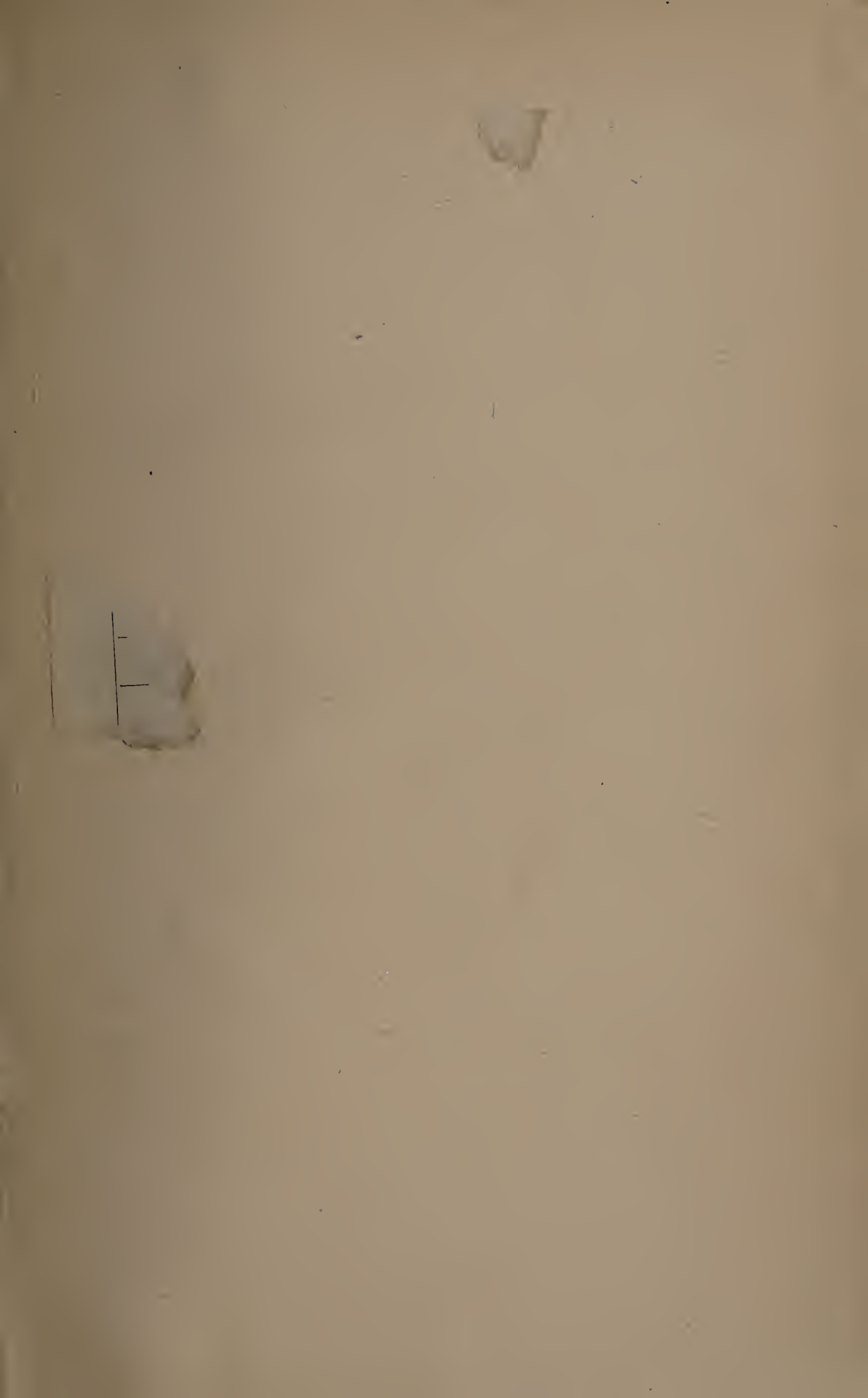
"The Boston University Year Book gives complete information concerning, probably, the most liberal and catholic and truly just institution of learning ever established. Neither sex, color, class, nor condition is known in its benefactions, provided the applicant be worthy. Success to such a college, say we."—*The Commonwealth, Boston*.

College of Liberal Arts,	18 Beacon Street.
College of Music,	Music Hall.
College of Agriculture,	Amherst, Mass.
School of Theology,	36 Bromfield Street.
School of Law,	36 Bromfield Street.
School of Medicine,	East Concord Street.
School of All Sciences, } Post Graduate Department.	20 Beacon Street.

This was the *first University* in the United States to present in Theology, Law, and Medicine uniform graded courses of instruction covering three scholastic years, and to require in each case the full three years of study. Nevertheless, at times, the aggregate number of students in these departments has been *greater* than in any other American university maintaining the corresponding Faculties. It was also the first to open *four years' courses in Medicine*, and to re-establish the long lost Baccalaureate Degrees in Medicine and Surgery.

With the Faculty of the School of All Sciences are associated the four Faculties of the National University at Athens and the four Faculties of the Royal University at Rome. Circulars of single departments sent free. A copy of the YEAR BOOK of the University will be sent on receipt of twenty-five cents. Address

THE REGISTRAR,
20 Beacon Street, Boston.



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